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The Use of Image Media in Junior High School Poetry Writing Skills

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Abstract

Images can be used as a medium in poetry writing skills. This research focuses on image media in improving the ability of junior high school students to write poetry. The purpose of this study explain the skills of writing poetry using image media. The results of this study are (1) The use of image media can be a poetry writing tool for students (2) Describe the role of teachers in learning to write poetry (3) Explain the obstacles faced by teachers in learning to write poetry (4) Explain obstacles for students to write poetry in class. This research data is in the form of information from interviews about poetry writing skills in Junior High School (SMPN) 09 Bengkulu city. This study involved educators and students at Junior High School (SMPN) 09 Bengkulu City. This study used techniques, observation, interviews, and documentation. This study used a descriptive qualitative approach.

Keywords: _poetry writing skills; writing poetry; poetry drawings; Poetry Appreciation._

Introduction

Language skills are inseparable, namely listening, speaking, reading, and writing. As social creatures, humans interact and communicate with others by using language as a means of expression, communicating both in spoken language and also communicating in written language Writing skills include the ability to speak, listen, and read. Students should have an idea of the subject to be written before they can write. Writing is an active, productive, and expressive activity. (Writing is defined as one aspect of complex language skills because these writing skills require in-depth knowledge from the author himself. The skill of writing poetry can be learned by learning how to use words. Poetry has a different language from everyday language because the words used in poetry have connotative meanings. Poetry is an expression of the author's thoughts that is poured into a rhythmic stanza in the form of poetry and has a deep meaning. To be able to string together words in a poem, imagination is needed, and a good atmosphere (Nyoman   Chrismasari Dewi., 2019; Diana & Nasihudin, 2018).   Kertayasa, 2019; Mardiah & Indihadi, 2022). (Nearsightedness et al., 2022) ; Hidayanti   et al., 2020). Writing is one of the basic language skills that students must have.   (Kanza et al., 2018) ; (Jaya, n.d.) . Writing is the activity of composing or organizing thoughts, ideas, or ideas. Learning activities to write poetry

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include inviting students to practice expressing thoughts or ideas through words without having to interact with their interlocutors Poetry   (Bakri &; Yusni, 2021; Rahmayantis &; Nurlailiyah, 2021). is one of the literature that can attract the interest of literary readers. A poem is a series of sounds that are musical and dramatic, strung together to evoke. There is not only joy, happiness, and love but also strong emotions such as sadness, pain, sadness, and death. One's writing is not a talent, but a skill that can be developed through continuous practice to produce beautiful writing and have aesthetic value Writing poetry is Learning is present at all levels of education, from elementary school to university.. A series of sentences in an integrated manner in written language. (Arianti, 2020   ; Wijaya et al., 2022).   (Marisya, 2021 ; Coba et al., 2022)

Poetry is a form of expression of the author's feelings and thoughts where the author has full rights to the poem, both the content and typography. A poem will create its character, as will the personality of its author. Poetry is taught in three stages: listening, reading, and writing. Writing poetry is wanting to preserve what we see, feel, and think The process of imagining or developing physical and inner experiences is the beginning of the creative process. (Wahono, 2023; Sutirta, 2023 ;   Dahliana, 2019). . Writing poetry is an overall complicated art, learners' poetry writing ability is still far from expectations. Again, this is not only the responsibility of language teachers, but the current curriculum does not provide enough time to teach literature, especially poetry. The first thing to consider in writing a poem is to determine the theme. Since themes are used as a prelude to create poems that are developed into lines in the poem; (Wahibullah &; Beautiful, 202)   Muktadir, 2022)

Learning is at the core of the entire educational process. The quality of teaching and learning is determined by all components that play a role in it, especially actors in the learning process, namely teachers and students. This can motivate teachers to improve their roles and skills because the learning process and student learning outcomes are largely determined by the teacher as a teacher. Teachers must be able to carry out learning creatively and innovatively so that a high level of creativity and imagination develops in the students they learn (Sutikno et al., 2020).

Although poetry appreciation can be defined as the process of judging or appreciating poetry, overall poetry appreciation means assessing and appreciating important elements contained in poetry, such as rhyme, theme, message, atmosphere, imagery, hearing, sight, touch, and motion, as well as social, moral, and cultural values. (Kusumaningsih Et Al. , n.d .) According to Inovasi learning resources used by teachers to teach students the digital generation shows that the use of one learning resource can have an impact on the achievement of various educational goals, which contributes to improving the quality of education. Literary works can serve as a tool for teaching as well as a skill that students need. Teaching poetry in junior high requires the right learning methods and materials. Because learning methods and facilities continue to evolve from age to age. Diverse learning materials, often affect students' (Kusumaningsih Et Al., 2018) interest in learning to write poetry. The selection of the right learning media is certainly one of the important and necessary things so that learning can be conveyed properly and of course, can arouse students' interest in learning. As an educator, parents, and friends, teachers must keep abreast of students' progress. Teachers need to help learners acquire writing skills.   (Ningsih 1,   2019 ; Br Sinaga &   Rosmaini , 2022)

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One of the learning methods that can be used to learn to write poetry is image media. Write poetry using the medium of images, using the building blocks of poetry such as themes, diction, feelings, figurative language, and beliefs. Using image media in the learning process, not only using hearing but also using vision, so that students can easily remember the knowledge gained; Image media is one of the techniques for delivering information that can be seen in real time which is clearly expressed in pictures during the learning process to help   (Eli   Rustinar   Et   Al., 2022)   (Rofek, 2022   Language   Siagia et al., 2020 Yanti et al., 2018). students understand lessons more easily and quickly Image media is one of the effective supports in learning to write. Learners can better express feelings and ideas in their poetry by using the medium of images to connect their imagination and ideas with concrete visual objects. (Anas et al., 2023)

This research is important because learning media is very influential on student learning interests, one of which is using image media. The use of image media in conveying information makes it easier for students to express ideas in a work of poetry. This study aims to describe image media as a learning medium. This research needs to provide an understanding for teachers about the use of image media as a learning medium. The selection of image media as a technique in writing poetry can attract students' interest in writing poetry. Researchers hope this research can help educators who have difficulty in improving students' poetry writing skills.

Method

This research uses a qualitative approach, and the method used is descriptive. The presence of the researcher is essential for the success or understanding of some situations. This research qualitative descriptive analysis is used in data analysis techniques to determine students' ability to write poetry. The source of this research data is the   (Sadikin   Et   Al., 2022) influence of image media on the ability to write poetry of students whose interviews were conducted by researchers and obtained data through interviews. The researcher serves as the main tool for data collection, four qualitative research approaches are used to collect data: interviews, observation, and documentation. In this study, researchers analyzed data on the use of image media in the poetry writing skills of grade VIII junior high school students. Researchers conduct research during activities and after data is collected. Researchers have analyzed data from observations and interviews after making observations and conducting interviews with Indonesian teachers in junior high schools related to the ability to write poetry through image media in the school that was the subject of the study. For further development, researchers have analyzed these data. After the study is completed, the researcher conducts a thorough analysis to convey the results and support the conclusions.

Results and Discussion
Results

Learning is a process where interaction between teachers and learners is carried out to achieve learning objectives. Learning media The use of this tool can greatly aid in the process of teaching and learning. to help students learn. Learning media can accelerate the learning process of learners, which in turn is expected to improve their learning outcomes. Therefore, the selection of learning media must be based on certain criteria.

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Learning media functions

Informative function: Learning media provide learners with information and help them acquire, understand, remember, and apply lessons. Interactive functions: Learning media enable communication and interaction between teachers and students as well as between learners and teachers. This can encourage learners to repeat lessons, provide stimulus, and gain a better understanding of the material. Benefits for learners: Learning media can help learners think, behave, and act according to learning objectives. Learning media can also increase the desire of students to learn. Learning media is very important to support an effective and fun learning process because it helps students understand the material and improves the achievement of their competencies.

For teaching techniques, the use of image media is carried out as follows: Determine the purpose of using image media The teacher must determine the purpose of using image media in learning. Goals can include increasing learners' understanding, increasing learners' interest, or encouraging them to participate in the learning process. Choosing the appropriate illustration, the teacher must choose an illustration that is by the subject matter and the growth and development of students. Preparing the image medium, the teacher must prepare the image for use. This can include transparency images or images taken from other sources. Teachers must use images effectively in learning, such as by providing in-depth explanations of images and allowing learners to talk about them. Evaluate the use of image media Teachers should assess how effective the use of image media is in learning to improve learners' understanding of concepts. The use of image media in teaching methods can help learners learn better if done in this way.

Educators must deliver material engagingly and interactively to be relevant and effective for learners. Some methods that can be used to do this include: (1) By using various learning methods, educators can attract students and make them more active in the learning process by using methods such as simulations, discussions, or presentations. (2) Using engaging learning media: Educators can help students understand the material better by using media such as videos, images, or graphics. (3) Use easy-to-understand language: Teachers must use language that is easy for students to understand so as not to have trouble understanding the material. (4) Constructive feedback: Educators should provide constructive feedback to their learners so that they can correct mistakes and improve their understanding of the material.

In media learning, learners are considered successful if they receive good grades or results. Observation and interviews are some of the ways to assess learning processes and outcomes. Learning outcomes are evaluated during midterm and one semester. In education, assessing the quality or quantity of something being measured is a process known as appraisal. The assessment process consists of three stages: obtaining information through measurement, creating measurement standards, and considering measurements. The criteria for achieving learning objectives are a set of indicators that indicate the extent to which learners have achieved the competencies necessary to achieve the learning objectives, and evaluations are carried out to evaluate the level of success of learners in learning.

Poetry is a type of literary work that conveys the thoughts, feelings, and heart of the poet by using the power of language, innovation, and imagination by using beautiful and meaningful language. Poetry has two structural parts: outer and inner structure. The outer structure includes elements that can be seen visually, such as typography, diction, imagery, Majas, concrete words, and rhymes, The inner structure includes themes or meanings, tones, tastes or feelings, and messages or goals.

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1. External structure in poetry
a. Poetry uses typography as the art of selecting and arranging letters in a way that fits the available space. In poetry, typography includes not only the layout of letters but also how text is visually arranged to support their meaning. The use of typography in poetry can include placing letters on the right and left edges, zigzags, and fragmentary words. These forms are not only meant to beautify the appearance of the poem but also to provide visual effects that support its meaning.
b. In poetry, rhyme can be found at the end of each barrel, and can be a repetition of sounds that form an orchestration that helps the writer convey his message in an interesting language or a free voice without patterns. Poetry has many types of rhymes, including Perfect rhyme is if the same line has the same last syllable. An imperfect rhyme is if the rows have identical sections, usually only the ends. Absolute rhyme is if the lines used have the same syllable. Open rhymes have vowels at the ends, while closed rhymes have consonants at the ends. Alliterative rhyme is indicated by the repetition of sounds from the beginning of words. Poetry uses rhyme to make its musicality, orchestration, and message delivery more engaging.
c. The word concrete is used in poetry to give a clear understanding of what the poet wants to convey to the reader by describing the object or objects directly and clearly so that they can imagine or visualize what the poet wrote. In addition, these concrete words can help the poet convey a stronger message or copy to the reader. Thus, the word concrete plays an important role in forming a strong and detailed understanding in the mind of the reader. This makes the poem powerful and gives the reader a chance to better understand and feel the content contained within.
d. The use of style or allusion used in poetry to achieve a particular effect, such as reinforcing meaning, providing powerful illustrations, or creating artistic appeal is known as majas.
e. In poetry, diction refers to the precise and careful selection of words to produce the meaning that the poet wants to convey. The right choice of words can also help the poet convey the message or theme to be conveyed in the poem and create a strong and clear understanding for the reader. In poetry, diction can also refer to Diction can also be used in literary works to create a particular style of language or majas, such as metaphor and personification. Therefore, diction plays an important role in the formation of meaning and interpretation of poetry and exerts a strong artistic effect on literary works.

2. The structure of the passage in the poem
a. In poetry, a theme is the central idea the poet wants to convey.
b. Poetry conveys the poet's attitude or feeling through tone. Tones can include a variety of feelings, such as protest, anger, seriousness, happiness, emotion, sadness, passion, and jokes. Tone can also be conveyed through the use of diction, majas, and imagery, as well as typographic arrangements and rhymes. The atmosphere in the poem also refers to the feeling or mood of the reader after reading the poem.
c. Poetry has a sense that refers to the feelings or emotions that the poet wants to convey through it. Taste can include a variety of feelings, such as happiness, sadness, anxiety, and restlessness, among others. Taste can also be communicated

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through the use of diction, majas, and imagery, as well as typographic style and rhyme. In addition, taste can help poets have a powerful effect on their readers and enhance the meaning of their poems.

d. In poetry, a message is a message contained in a poem and can teach the reader about the message the poet wants to convey about life, moral principles, or other topics. If readers find a message in a poem, they will more easily understand the message that the poet wants to convey through poetry. After understanding the message, the reader will more easily understand the aesthetic and artistic value of the poem.

After the learning activities are completed, a session is held to ask students about the learning activities they have completed. Then, the pictures that students have written that are adapted to the assessment rubric will be used to evaluate and reconsider the media that has been used. When teachers use media today, the enthusiasm of learners increases. To help students learn smoothly in large numbers, they also need resources. Image, audiovisual, and direct media are some of the types of media used.

The role of teachers in increasing student learning interest is very important to shape student motivation and interest in learning. Teachers play a key role in this process, such as: Passing on knowledge to learners, teaching knowledge, and participating in the learning process as educators, teachers, guides, influencers, trainers, and assessors. Motivate learners to cultivate and even increase their interest in learning. Motivate teachers to develop creative learning to increase student interest. Teachers can increase students' interest in learning, create a better learning environment, and motivate learners to learn better by playing the role.

The role of teachers as motivators in learning and mobilizers to foster and even increase student learning interest is very important in shaping student motivation and interest in learning. Teachers can perform this role in a variety of ways: learners are motivated to learn in a conducive learning atmosphere. Learners should be given positive praise and constructive feedback. Use appropriate learning models, such as contextual, cooperative, or pictorial media approaches. Provide appropriate support and encourage learners to express themselves creatively. Take action in the classroom to overcome learners' learning difficulties. Teachers can increase students' interest in learning, create a good learning environment, and motivate learners to learn better by playing the role.
The role of teachers as conveyors of knowledge to students, educators, guides, trainers, and assessors greatly influences the learning process. Teachers play an important role in providing learners with knowledge and skills, teaching discipline, and providing support during the learning process. provide guidance, direction, and education to learners; influence learners ' interest in learning positively and assess learners' progress and achievement in learning.

The obstacle faced by teachers in learning to write poetry is that students still find it difficult to express ideas or ideas from the poems presented and students are still less motivated in learning to write poetry. Therefore, the way teachers motivate students to actively learn to write poetry is by creating a fun and not boring learning atmosphere. Thus giving them all the freedom to express their imagination through the writings they produce. In conditioning the class when learning to write poetry, namely by creating a pleasant atmosphere such as a relaxed atmosphere, free from pressure, interesting, involvement between teachers and students, attention to students, and inviting them to concentrate highly when writing poetry.

The obstacle faced by students in writing poetry is the lack of concentration of

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students in writing poetry and choosing diction. Lack of imagination, which makes learners difficult in developing ideas and ideas for poetry. Difficulty in choosing the right words or diction, as well as lack of mastery of vocabulary. The learning process does not match the needs of learners, which causes the interest and motivation of learners to learn to write poetry. Lack of guidance and support from teachers in developing poetry writing skills. To overcome these barriers, innovative and creative learning approaches can help learners develop imagination and poetry-writing skills. In addition, teachers must provide adequate guidance, motivate students, and create a learning environment that supports students' creativity in writing poetry.

Conclusion
The results of research on the use of image media in poetry writing skills in junior high school are as follows:
1. Techniques for Using Image Media in Poetry Writing Skills
    Choosing the appropriate illustration, the teacher must choose an illustration that is by the subject matter and the growth and development of students. Preparing the image medium, the teacher must prepare the image for use. This can include transparency images or images taken from other sources. Teachers must use images effectively in learning, such as by providing in-depth explanations of images and allowing learners to talk about them. Evaluate the use of image media Teachers should assess how effective the use of image media is in learning to improve learners' understanding of concepts. The use of image media in teaching methods can help learners learn better if done in this way.
    Increase Information Absorption: learners can learn better with image media. Students can more easily understand the concepts taught with clear visualization. Simplify Comprehension: Pictures can help students understand the material being taught. Complex concepts can be explained more easily and effectively when there are visual illustrations.
2. The role of teachers in learning to write poetry
    The importance of the role of the teacher is very important for learning. Teachers have an important role in determining the quality of learning. They are also responsible for creating an effective learning environment. The role of the teacher affects the quality of learning. Teachers who can understand and identify limitations in interacting, structuring material, and implementing the learning process can improve learning outcomes. Teachers must possess teaching skills, which include the ability to use reason, thoughts, concepts, and creativity to create an environment in which learners' knowledge, liveliness, and behavior are enhanced.

3. Teacher barriers in learning to write poetry
    The obstacle faced by teachers in learning to write poetry is that students still find it difficult to express ideas or ideas from the poems presented and students are still less motivated in learning to write poetry.
4. Barriers for learners to learn to write poetry
    The obstacle faced by students in writing poetry is the lack of concentration of students in writing poetry and choosing diction. Lack of imagination, which makes

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learners difficult in developing ideas and ideas for poetry. Difficulty in choosing the right words or diction, as well as lack of mastery of vocabulary. The learning process is not on the needs of learners, which causes the interest and motivation of learners to learn to write poetry.

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