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Original Article

Improving the Poetry Writing Skills of Year 10 Culinary Students Through the Imaginative Suggestion Method at SMKN 1 Bojonegoro

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Abstract

The skills of writing poetry is one of the basic competencies of Indonesian language taught in vocational schools. Based on observations and interviews conducted during the SFI at SMKN 1 Bojonegoro, students have difficulty writing poetry in terms of structural aspects, due to the use of methods and media that are less engaging, which leads to limitations in ideas and imagination. As a result, the average student score remains below the MPM of 75. This study aims to: (1) describe the application of the suggestion-imagination method, (2) examine the improvement of poetry writing skills, and (3) analyze student responses toward poetry writing learning, all conducted in Class X-Culinary 1 at SMKN 1 Bojonegoro through the suggestion-imagination method using song video clips by Moch. Arifin. This study uses the design of Kemmis and Mc. Taggart CAR models in two cycles with the subject of students X-Culinary 1 SMKN 1 Bojonegoro. The data collected consists of the activities of teacher and students, the value of poetry writing skills, and responses of students. The results showed that the activity of teacher increased from cycle I (75) to Cycle II (89), while students increased from cycle I (74) to Cycle II (88). The value of students increased from cycle I (72.84) to Cycle II (83.20) with a percentage of 80% completeness. Students give a positive response 90% with the category of strongly agree. This study concluded that the method of imagination suggestion with video clips of songs can improve students ' poetry writing skills.

Keywords: Learning Methods, Poetry, Suggestion Imagination, Video Clip Song, Writing Skills.

1. Introduction

Writing skills are one of the most crucial language skills. This is because writing skills are linked to other language skills in conveying messages or information indirectly. In Indonesian language learning, writing skills are associated with texts. There are two types of text: fiction and non-fiction. Fiction texts are based on the author's imagination. Examples include short stories, poems and novels. Meanwhile, non-fiction texts are factual in nature and are not based on the author's imagination. Examples include scientific articles, papers, and essays. Based on these two types of text, this study focuses on poetry.

According to Septiani and Sari (2021), poetry is a literary work that uses beautiful and meaningful words. The beauty of poetry lies in its figures of speech, diction, rhyme, and rhythm, which are formed through the condensation of linguistic elements. Furthermore Widyahening and Sari (2016) explains that poetry is a literary work that employs rhyme and rhythm to create aesthetic appeal. In line with this, Cureton (2019) argues that poetry is a composition containing rhythm. Rhythm in poetry is a distinctive feature that sets it apart from other literary works. Wordsworth (1994) states that poetry is a composition of an imaginative nature. Based on these four expert opinions, it can be concluded that poetry is an

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imaginative literary work bound by diction, rhyme, and rhythm to create an aesthetic impression.

Poetry has two structures: physical structure and inner structure. Physical structure relates to the linguistic aspects of poetry. These linguistic aspects include diction, figures of speech, imagery, concrete words, and typography. Diction refers to the choice of words used by the poet in writing the poem. The words chosen aim to influence the reader's understanding of the poet's mood or feelings. Figurative language is language used by the poet to convey meaning indirectly (Sala-Suszyńska, 2016). It usually takes the form of figurative meaning or symbolism. To understand figurative language, readers can interpret the metaphors or symbols created by the poet. The use of metaphors is usually associated with conjunctions. Examples include 'like', 'as', 'such as', and 'as if'. Examples of figurative language include metaphors, similes, personification, and hyperbole. Imagery is a arrangement of words that can evoke the reader's imagination through the senses (Aulia & Gumilar, 2021).

Through imagery, the reader feels as though they are seeing, hearing, or feeling what the poet has written. Pradopo (2001) divides imagery into six types: visual imagery (sight), auditory imagery (hearing), tactile imagery (touch), gustatory imagery (taste), olfactory imagery (smell), and kinesthetic imagery (movement). A concrete word is a word that is tangible (Mulyati, 2017). Through concrete words, the reader can clearly visualise the situations or events depicted by the poet. Typography is defined as the visual presentation of a poem through the arrangement of lines, stanzas, rhyme, and rhythm (Palos et al., 2019). The use of typography aims to create an aesthetic that supports the content, feeling, and atmosphere within the poem. In this regard, the poet may employ typography according to their creativity to enhance the aesthetic quality of the written poem. The inner structure is a structure that can be internalised to reveal the unity of meaning conveyed by the poet through the poem. Through the inner structure, readers can discern the theme, feelings, tone and atmosphere, as well as the message contained within the poem. Both structures of poetry are taught to students through theory and practice to hone their imagination and creativity.

Based on the results of preliminary research conducted during the School Field Introduction (SFI) at SMKN 1 Bojonegoro, observations revealed that students struggled to write poetry due to issues with diction, figures of speech and typography. Students admitted to having a poor understanding of these aspects because the media and methods used by teachers were not sufficiently engaging in terms of presentation. Consequently, the average marks of many students remained below the minimum passing mark (MPM) of 75. Siti Nur Imama, S.Pd, explained that the low marks of students below the MPM of 75 were also driven by a lack of ideas and imagination in writing poetry; therefore, an appropriate method is required so that students can channel their ideas and imagination into poetry in accordance with both the physical and inner structures. To address this issue, the researcher sought to improve poetry writing skills through the suggestion-imagination method.

Imagination suggestion method is a method of learning by giving suggestions (Sholeh et al., 2024; Solihat et al., 2023). The suggestion is in the form of media used to stimulate the imagination of students before writing, for example videos, songs, or images (Musyarofah et al., 2024; Nurindah et al., 2024; Saputri et al., 2023). The use of audiovisual media in this method is considered capable of giving suggestions to students to process ideas into creative writing (Lutfi, 2024; Priatna et al., 2024). In line with that, the use of audiovisual media can help students imagine the atmosphere or events in it to get inspiration to write. Of the three opinions can be concluded that the imagination suggestion method is a method of learning to use media to stimulate the imagination before writing by imagining the atmosphere, events, or background music. This method is considered effective to improve the skills of writing

poetry in students. This is evidenced by a literature review from five previous studies, among others: Fernanda (2022) and Hermanto et al. (2022) in their research, show that the imagination suggestion method is effective to improve the ability to write poetry. In Fernanda's research (2022), the results of the pre test (61.38) and post test (77.38) were obtained. Hermanto et al. (2022) obtained the results of the t-count value (2,567) greater than t-table (1,417). Both studies were using the same experimental design, but conducted on different subjects, each of the fourth grade students of elementary school and Class X students of SMKN 5 Palembang. Meanwhile Saputri et al. (2023) and Safi'i (2024) in their research began to integrate song video clips through the imagination suggestion method. Saputri et al. (2023) used the CAR design on Class X RPL students in the 2022/2023 dosage and obtained pre-cycle results (76.5), cycle I (80.5), and cycle II (86.5). Safi'i (2024) used an experimental design on students in Class X of SMAN 1 Kedokanbunder 2023/2024 and obtained the results of the t-count value (3,682) greater than the t-table value (2,000) with an increase in the value of students ' ability to write poetry (83,66). Finally, Priatna et al. (2024) also uses research methods similar to Safi'i (2024) in poetry learning in Class X SMAN 2 Tambang, the results obtained are that the average value of the experimental class (85.71) is greater than the average value of the control class (84.71).

From the five previous studies mentioned can be identified patterns, contradictions, and gaps. The pattern that emerged from the five studies showed that the media songs and video clips on imagination suggestion method gave positive results to increase the ability to write poetry students in elementary, senior high school, and vocational high school. The contradiction found lies in the choice of research design. Fernanda (2022), Hermanto et al. (2022), Safi'i (2024), and (Priatna et al., 2024) used experimental research. Meanwhile, Saputri et al. (2023) uses classroom action research (CAR). Whereas the context of problems related to low grades or limited imagination in specific classes is more suitable to use CAR. Which in essence, CAR aims to improve and enhance the learning outcomes of students. The research gap that has not been filled is that there has been no research on the application of imagination suggestion methods that use in vocational schools, especially students in culinary skills. Although, Saputri et al. (2023) also uses CAR, the subject is X RPL (Software Engineering) not Culinary. Hence, this study was done to fill the gap with subject X Culinary 1 SMKN 1 Bojonegoro which has different characteristics with other vocational schools.

This study uses audiovisual media in the form of video clips of songs by Moch. Arifin. The video clip of the song was chosen because it is a medium that connects the sound stimulus (music) and visual (image narration) simultaneously. Music can evoke emotional responses that affect the body and cause sensations through sound vibrations. This emotional response is crucial for learners to create imagination as writing material. Visualization in video clips of songs can allegedly help students imagine the background, atmosphere, and characters which are then interpreted through diction, images, and figures of speech into poetry. The suggestion is expected to stimulate the imagination of students as a material for writing poetry. Therefore, this study is expected to be able to answer the formulation of the problem of how the application of imagination suggestion method with video clips of songs by Moch. Arifin in learning to write poetry, how to improve students ' poetry writing skills through the imagination suggestion method with video clips of songs by Moch. Arifin, and how students respond to learning to write poetry through the method of suggestion imagination with video clips of songs by Moch. Arifin.

2. Literature Review

2.1. Writing Skills

Yunus (2014) argues that writing is the act of conveying a message or information using written language. Tarigan (1993) states that writing is a language skill aimed at indirect communication. In transforming ideas into writing, an understanding of language structure is required so that the text is easily understood by others. Helaluddin and Awalludin (2020) explains that writing is the activity of conveying messages, information, or ideas in written form.

Based on these three expert opinions, it can be concluded that writing is a language skill aimed at conveying ideas, messages, or information to others through writing. Compared to the other three language skills, writing is a complex skill because it involves not merely copying sentences, but developing ideas into structured writing (Aisa et al., 2023). Therefore, to produce writing that adheres to the appropriate structure so that it is easily understood by others, practice is required.

In the Indonesian Language Learning Outcomes (CP), learners are expected to be able to write down ideas, thoughts, views, instructions or written messages for various purposes in a logical, critical and creative manner in the form of informational and/or fictional texts. Based on these Learning Outcomes (CP), one of the Indonesian language materials taught to learners in Phase E at SMKN 1 Bojonegoro is poetry. The Learning Outcomes (LO) are then specified into Learning Objectives (LO). The learning objective is that, following the presentation of a music video clip, students are able to write poetry based on its physical and inner structure. Thus, this study focuses on the skill of writing poetry.

2.2. Teaching Methods

Teaching methods are the steps taken by educators to achieve learning objectives. In this regard, educators need to know the appropriate methods so that the material can be easily conveyed and understood by learners. According to Taniredja et al. (2011), teaching methods are a set of components that have been combined to enhance the quality of learning. In this context, teaching methods cannot be separated from the learning situation and design. This means that teaching methods adapted to conditions and situations can influence learners' learning outcomes.

Furthermore, Afandi et al. (2013) argues that teaching methods are systematic steps taken by educators to achieve learning objectives. In this regard, educators may utilise media tailored to the subject matter and the learners. Ariani et al. (2022) defines learning methods as the steps taken by educators to foster interaction with learners during the learning process. Interaction with learners is established through the use of relevant media.

Based on the three expert opinions above, it can be concluded that learning methods are steps taken by educators using relevant media appropriate to the situation and circumstances of the learners to achieve learning objectives. In light of this, learning methods have a primary function, namely to help develop learners' problem-solving abilities, to assist in the delivery of learning using relevant media, and to help educators achieve learning objectives. In this study, the suggestion-imagination method was selected.

The suggestion-imagination method is a learning method that involves providing suggestions to learners (Zulaeha et al., 2024). These suggestions take the form of media used to stimulate the imagination. Examples include videos, songs, or images. Through the suggestions provided, learners gain writing ideas by visualising the atmosphere, events, or music within them.

Furthermore, Murniviyanti (2022) defines the suggestion method as a method used to stimulate learners' imagination by optimising the right and left hemispheres of the brain. Based on their functions, the right brain is associated with creativity and emotions. These abilities are stimulated by the provision of suggestions to activate the performance of the left brain, which is associated with logic, particularly writing.

Isroyati et al. (2021) defines the imaginative suggestion method as a method used to stimulate learners through media by imagining or creating mental images of situations within them. Through this method, learners gain ideas that can be developed for writing. For example, writing poetry.

Based on these three views, it is concluded that the suggestion method is a learning method that uses suggestions in the form of media to stimulate learners' imagination, which serves as a source of writing ideas. Such media may take the form of visual, audio, or audiovisual materials. The steps and advantages of the suggestion-imagination method are outlined as follows.

a. Steps in the Suggestion-Imagination Method

Zulaeha et al. (2024) divides the method of imaginative suggestion into six stages, as described below.

1) Relaxation Stage

At this stage, the teacher creates a calm, safe and pleasant atmosphere in the classroom. The teacher may ask how everyone is doing, take the register and ask the students to take their seats.

2) Mental Motivation Stage

In this stage, the teacher presents the lesson content. They then provide motivation to foster the students' enthusiasm regarding the material being studied.

3) Emotional Development Stage

In this stage, the teacher provides suggestions through the media used to stimulate the students' imagination. This media may be visual, audio, or audiovisual. The teacher then asks the students to visualise a situation or event based on the suggestions provided.

4) Self-Programming Stage

At this stage, the students record the results of their imagination in the form of notes. These notes are then developed into written work.

5) Expressing Thoughts Stage

In this stage, the students begin writing based on the ideas they have obtained.

6) Reflection Stage

In this stage, the students collect the work they have produced for assessment. They then reflect on the learning process with the teacher.

b. Advantages of the Suggestion-Imagery Method

Pebriana (2017) outlines the advantages of the suggestion-imagination method as follows.

1) It is capable of developing students' imagination.
2) Educators can play an active role in stimulating students' imagination through the media used.
3) It provides learners with the opportunity to develop ideas based on the imagination they have cultivated.
4) It enhances learners' interest and motivation to learn.
5) It fosters creativity.

Furthermore, Priatna et al. (2024) outlines the advantages of the suggestion-imagination method as follows.

1) Helping students produce creative writing.

2) Improving students' ability to use their imagination.

Based on these two views, the conclusion regarding the advantages of the imaginative suggestion method is that it stimulates students' imagination to produce creative writing and enhances their interest and motivation to learn.

2.3. Conceptual Framework

The conceptual framework of this study is outlined as follows.

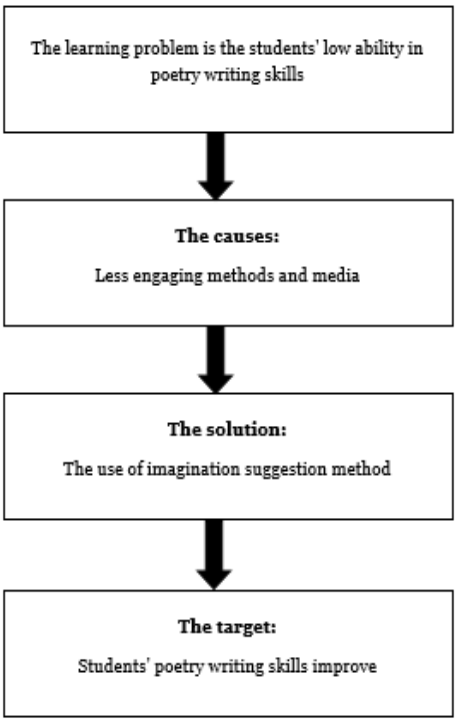

Figure 1. Conceptual Framework

Based on the diagram in figure 1 above, the problem identified is that students' poetry-writing skills are low. This low level of skill is evident from the students' average marks, which remain below the minimum passing mark of 75. This is due to the use of methods and media that are not sufficiently engaging, making it difficult for students to generate ideas for writing poetry. Thus, this problem is addressed using the suggestion-imagination method. It is hoped that this method will improve the poetry writing skills of students at SMKN 1 Bojonegoro.

3. Methods

3.1. Type of Research

This type of research is Class Action Research (CAR) Kemmis and Mc models. Taggart which consists of the stages of planning, implementation, observation/observation, and reflection. This Model is commonly used in CAR because it is designed for two cycles. These two cycles provide opportunities for researchers to reflect on the actions taken in Cycle 1. Then plan and implement the actions of Cycle 2 based on the weaknesses found in Cycle 1. If the results in Cycle 2 are not optimal, then the next cycle with the same stage is opened. If the results in Cycle 2 are optimal, the cycle can be stopped. In addition to Kemmis and Mc Taggart models, there is another model that can be used, namely the Kurt Lewin model. However, the

Kurt Lewin model is not recommended because it is designed for only one cycle. Stages of CAR Kemmis and Mc models. Taggart is described through the figure 2.

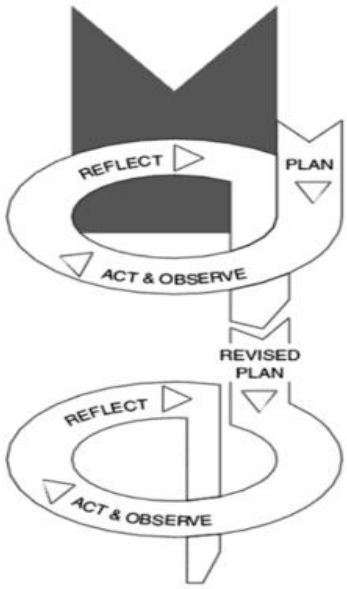

Figure 2. Classroom Action Research Model by Kemmis and Mc. Taggart
Source: Altrichter et al. (2002)

a. Planning

At this stage, plans were drawn up relating to the research process and the learning process. The instruments designed for the research process included observation sheets, test papers, and student questionnaires. In addition, a set of learning materials was designed, comprising teaching modules complete with content, media, assessment tools, and marking schemes. The schedule for the Classroom Action Research (PTK) was then determined in consultation with Siti Nur Imama, S.Pd.

b. Implementation Phase

In this phase, Cycle I of the learning process was carried out in accordance with the teaching modules developed during the planning phase. The learning session was conducted over a 90-minute period using the imaginative suggestion method. In this method, a music video by Moch. Arifin was used to stimulate the students' imagination. The students then recorded the inspiration they gained and developed it into a poem. The poems written were collected for assessment. In Cycle II, teaching was carried out based on the weaknesses identified in Cycle I.

c. Observation

At this stage, the observer monitored the learning activities carried out by both the teacher and the students using an observation sheet. The observation aimed to obtain accurate data as a basis for improving the learning activities that had been carried out. The observer in this study was Siti Nur Imama, S.Pd.

d. Reflection

At this stage, a reflection is carried out based on the results of the observation and the learners' learning outcomes. The reflection aims to interpret the results of the observation and the learners' learning outcomes resulting from the actions taken. If the results are not yet optimal, Cycle III is continued with the same stages. If the results have been achieved, the cycle may be terminated.

3.2. Research Subjects

The subjects of this study were 27 students from Class X-Culinary 1 at SMKN Bojonegoro. The subjects comprised 5 male students and 22 female students. The subjects were selected using purposive sampling. Purposive sampling techniques are sampling techniques based on certain criteria that are adapted to the research. In this case, X-Culinary 1 was chosen as the subject because the average student score was still below MPM 75. This is caused by limited ideas and imagination of students in writing poetry, so appropriate methods are needed so that students can express their ideas and imagination into poetry that is in accordance with physical structure and inner structure.

3.3. Research Data

Research data refers to information obtained using specific techniques to validate the research. In line with the research question, the research data in this study comprises the activities of teachers and students, poetry writing scores, and students' responses.

3.4. Data Collection Methods

Data collection techniques are the methods used to gather research data. In this case, the data collection techniques are tailored to the data being studied. Based on the specified data, the data collection techniques used in this study are observation, tests and questionnaires. These techniques are described as follows.

Observation is a data collection technique involving direct observation by an observer (Purba, 2021). In this study, the observer observed the activities carried out by the teacher and students of Class X-Culinary 1 using the suggestion-imagination method during poetry writing lessons at SMKN 1 Bojonegoro. The designated observer was Siti Nur Imama, S.Pd.

Tests are a data collection technique used to obtain data regarding the learning outcomes of poetry writing skills among Class X-Culinary 1 students through the suggestion-imagination method using a music video clip by Moch. Arifin at SMKN 1 Bojonegoro. The test was given to the students at the end of the core activity, which involved an assignment to write a poem based on physical and inner structure. The poems were then collected for assessment.

A questionnaire is a data collection technique used to obtain data regarding the responses of Year 10 Culinary Arts students to poetry learning through the suggestion-imagination method using a music video clip by Moch. Arifin at SMKN 1 Bojonegoro. In this study, the questionnaire was distributed to the students after the poetry writing lesson using the suggestion-imagination method had been implemented.

3.5. Research Instruments

Research instruments are tools used by researchers to collect research data. The instrument consists of observation sheet, test sheet, and questionnaire sheet. The observation sheet contains aspects related to the activities carried out by educators and learners in learning poetry through the imagination suggestion method using video clips of songs by Moch. Arifin. Observation sheet prepared using likert scale 1-5 with the provisions of (1) very poor (2) poor (3) fair (4) good (5) very good. The observation sheet is filled by the observer during the implementation of classroom learning by ticking the appropriate aspects.

The test sheet contains the identity, instructions, and job description of writing poetry based on physical structure and inner structure according to the imagination obtained from the video clip of the song by Moch. Arifin. This sheet is given to students at the end of the core activities of cycle I and Cycle II to measure the ability to write poetry based on the physical structure and inner structure of the video clips of songs given.

Questionnaire sheet contains a list of questions that aim to determine the response of students after learning to write poetry using the method of suggestion imagination with video clips of songs by Moch. Arifin. This sheet is prepared using a likert scale of 1-5 with the provisions of (1) disagree (2) somewhat disagree (3) somewhat agree (4) agree (5) strongly agree. Questionnaire sheet given to students after learning.

The three research instruments have been validated by professor of Indonesian language and literature learning methods to ensure that the instruments are in accordance with the research variables and measure what should be measured. Researchers have also tested the validity and reliability of the instrument. The validity of research instruments was calculated using pearson product moment Test. The instrument is declared valid if r-count is greater than r-table. Meanwhile, the reliability of research instruments was calculated using cronbach's Alpha formula. The instrument is declared reliable when the significance level is above 0.7. Reliability of the instrument obtained 0.8. Therefore, research instruments are declared reliable and can be used for research.

3.6. Data Analysis Techniques

Data analysis techniques refer to the methods used to process research data. In this study, the collected data was then calculated using specific formulas. The formulas for each set of data analysed are as follows. Data from observations were calculated using the formula $P = F/N \times 100\%$ (Sudaryono, 2022). P is the percentage of the data being calculated, F is the frequency, and N is the total number. After calculation using this formula, the value of P is interpreted according to the criteria. In this study, the criteria used are as follows:

Table 1. Observation Criteria

Percentage	Criteria
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
00% - 20%	Very poor

Data on students' poetry writing skills were calculated using the formula $X = \sum Xi/N$, where X is the mean score sought, $\sum Xi$ is the sum of the scores, and N is the number of students in a class. In addition to being calculated as a mean, students' scores were also calculated as a percentage of achievement. The completion rate is calculated using the formula $P = \sum X/N \times 100\%$ (Situmorang et al., 2023). Where P is the completion rate being sought. $\sum X$ is the number of students who have achieved the standard. N is the number of students in a class. A student is considered to have achieved the standard if they obtain a score of $X \geq 75$. A student is considered not to have achieved the standard if they obtain a score of $X \leq 75$.

Survey data is calculated using the formula $P = F/N \times 100\%$ (Wahyudi, 2023) P is the percentage of data being calculated, F is the frequency, and N is the total number. After calculation using this formula, the value of P is interpreted according to the criteria. In this study, the criteria used are as follows:

Table 2. Questionnaire Results Criteria

Percentage	Criteria
81% -- 100%	Strongly agree
61% -- 80%	Agree
41% -- 60%	Somewhat agree
21% -- 40%	Somewhat disagree
00% -- 20%	Disagree

3.7. Indicators of Success

The indicators of success in this study are as follows.

1. The results of the observation of learning activities carried out by both the teacher and the students using the imaginative suggestion method are considered successful if a score of over 80% is achieved.
2. Students' learning outcomes in writing poetry are considered satisfactory if a score above the minimum passing mark of 75 is achieved.
3. The results of the questionnaire on the application of the imaginative suggestion method are considered acceptable if a score of over 75% is achieved.

4. Results and Discussion

4.1. Research Results

4.1.1. The Application of the Imagery Suggestion Method

This study was conducted over two cycles at SMKN 1 Bojonegoro in August 2025. Each cycle comprised four stages: planning, implementation, observation and reflection. These four stages are described as follows.

a. Cycle I

1) Planning Stage

At this stage, plans are drawn up for the research and learning processes. The research instruments consist of observation sheets and questionnaires. The learning instruments consist of teaching modules complete with materials, media, assessment tools and marking schemes.

2) Implementation and Observation Phase

This stage involved teaching poetry using the suggestion-imagination method in accordance with the teaching module that had been prepared. The lesson was attended by students from the X-Culinary 1 class at SMKN 1 Bojonegoro on 12 August 2025. There were 19 students, comprising 1 male and 18 females. The session lasted 90 minutes. The steps consisted of an introduction, main body, and conclusion.

a) Introduction

Before beginning the lesson, the researcher acted as the teacher by greeting the students and inviting them to say a prayer in accordance with their respective beliefs. The researcher took attendance of the students present at the first session. The researcher then outlined the learning objectives. The learning objective was for the students to be able to write poetry based on its physical and inner structure.

b) Core Activities

Before the material was presented, the researcher acted as a teacher to create a comfortable and conducive environment for the students. The researcher asked the students, who were working on tasks for other subjects, to pause for a moment and prepare themselves to receive the Indonesian language lesson. Once the atmosphere had settled and the students were focused, the researcher began to explain the material regarding the physical and inner structure of poetry on the blackboard. The learners were invited to ask questions if any part was unclear. After the material had been taught, the researcher distributed the Cycle I worksheet and provided instructions on how to complete the task. The learners then watched a music video on the theme of 'Nature' by Moch. Arifin via the provided YouTube link. The students were asked to visualise the atmosphere depicted in the song as inspiration for their

writing. They recorded the results of their imagination in the designated column on the worksheet. Next, the students wrote a poem based on the imagery they had visualised, paying attention to the physical and inner structure. Students who had completed their poems could hand in their work to the researcher for assessment.

c) Closing

The researcher reiterated the points that had been made. She then motivated the students and outlined the agenda for the next session. The session concludes with a prayer and farewell.

Throughout the learning process, Siti Nur Imama, S.Pd., acted as an observer in this study. The purpose of the observation phase was to assess the extent to which the delivery of the lesson aligned with the teaching module developed during the planning stage. The observer monitored the activities carried out by the teacher and the students using an observation sheet. This sheet included a description of activities for each syntax as well as assessment categories in the form of a Likert scale. The observer marked the Likert scale columns according to the activities taking place. Subsequently, the results of the observation were submitted as evaluation material for improvements in the next cycle. The results of the teacher's observation in Cycle I yielded a score of 75, whilst the students' score was 74.

3) Reflection Stage

At this stage, the results of observations of the researcher's activities in their role as both teacher and students are analysed to assess the success of the teaching process in accordance with the teaching module. In addition, the success of the learning process is also measured by the students' marks in poetry writing. The research is considered successful if the results of observations of the researcher's activities as both teacher and students achieve a score of over 80%. The class pass rate is over 75%. If the results of observations of the activities of the researcher acting as both teacher and students are below 80% and the classical mastery score has not reached 75%, then cycle II must be implemented, taking into account the weaknesses identified in cycle I. In cycle I, the results of observations of the researcher's activities as both teacher and students achieved a score of 75, whilst the students activities achieved a score of 74. Both scores are classified as good. Furthermore, the success of the learning process was also measured through the students' poetry-writing skills. Based on these scores, the class achievement rate was 42%. This result did not meet the success criteria, so the implementation of Cycle II was required.

b. Cycle II

1) Planning Stage

At this stage, a plan was drawn up for the research and learning processes based on the weaknesses identified in Cycle I. The instruments designed for the research process included observation sheets and questionnaires. The instruments developed for the learning process comprised a complete teaching module, along with materials, resources, assessment tools and assessment rubrics.

2) Implementation and Observation Phase

In this phase, poetry lessons were conducted using the suggestion-imagination method, based on the weaknesses identified in Cycle I. The lessons were attended by students from the X-Culinary 1 class at SMKN 1 Bojonegoro on 15 August 2025. There were 25 students, comprising 4 boys and 21 girls. The session lasted 90 minutes and consisted of an introduction, a main section, and a conclusion.

a) Introduction

Before beginning the lesson, the researcher acted as the teacher by greeting the students and inviting them to say a prayer in accordance with their respective beliefs. The researcher took attendance of the students present at the first session. The researcher then outlined the learning objectives. The learning objective was for the students to be able to write poetry based on its physical and inner structure.

b) Core Activities

Before the material was presented, the researcher acted as a teacher to create a comfortable and conducive environment for the students. The researcher asked the students, who were working on tasks for other subjects, to pause for a moment and prepare themselves to receive the Indonesian language lesson. Once the atmosphere had settled and the students were focused, the researcher began to present the material on the physical and inner structure of poetry using a PowerPoint presentation. The students were invited to ask questions if any part was unclear. After the material had been taught, the researcher distributed the Cycle II worksheet and provided guidance on how to complete the task. The students then watched a music video clip of the song 'Farewell" by Moch. Arifin via the projector. They were asked to visualise the atmosphere depicted in the song as inspiration for their writing. The researcher guided the students to record the results of their imagination in the provided column on the assignment sheet. Next, the students wrote a poem based on the imagination they had developed, paying attention to both the physical and inner structure. Students who had completed their poems could submit their work to the researcher for assessment.

c) Conclusion

The researcher reiterated the points that had been made. They then motivated the students and outlined the agenda for the next session. The session concluded with a prayer and farewells.

During the teaching process, Siti Nur Imama, S.Pd., acted as an observer in this study. The aim of the observation phase was to assess the extent to which the teaching process aligned with the teaching module developed during the planning phase. The observer monitored the activities carried out by the teacher and the students using an observation sheet. This sheet included a description of activities for each syntax as well as assessment categories in the form of a Likert scale. The observer marked the Likert scale columns according to the activities taking place. Subsequently, the results of the observation were submitted as evaluation material for improvements in the next cycle. The results of the observations of the activities of the teacher and the learners during the learning process are described as follows.

3) Reflection Stage

At this stage, the results of observations of the activities of the researcher acting as a teacher and the learners were analysed to assess the success of the teaching process in accordance with the teaching module. Furthermore, this success was also measured through the learners' poetry writing skills. The research was deemed successful if the results of observations of the activities of the researcher—acting as both teacher and researcher—and the learners achieved a score of over 80%. Meanwhile, the learners' classical mastery score is over 75%. If the results of observations of the researcher's activities as both educator and learner fall below 80% and the classical mastery score has not yet reached 75%, then Cycle III must be conducted, taking into account the weaknesses identified in Cycle II. In Cycle II, the results of the observation of the researcher's and educator's activities scored 89, whilst the observation of the learners' activities scored 88. Both scores fall within the 'very good' category. Furthermore, the success of the learning process was also measured based on the

learners' poetry writing skills. From these scores, a class-wide achievement rate of 80% was obtained. Consequently, this research can be concluded.

4.1.2. Improvement in students' poetry writing skills

After the data had been processed using Microsoft Excel 2013, the following summary of poetry writing skills for Cycle I was obtained.

Table 3. Summary of Marks for Cycle I

Number of Students	Total Value	Highest Score	Lowest Score	Average	Completion Rate	Completed	Incomplete
19	1384	92	48	72,84	42%	8	11

Based on Table 3 above, the total score for the 19 students in Class X-Culinary 1 is 1384. This score is divided by the number of students in the class, resulting in an average of 72.84. The Minimum Passing Mark (MPM) set for the poetry writing skills module is 75. Students are deemed to have met the criteria if they achieve a score of 75 or higher, and fail to meet the criteria if they score below 75. In the table, 8 out of 19 students met the MPC, with the highest score being 92. The number of students who met the criteria is divided by the total number of students present in the class, resulting in a pass rate of 42%. Meanwhile, the number of students who did not pass was 11, with the lowest score being 48. This was due to the students' difficulty in determining the theme and choice of words because of a lack of understanding of the music video presented. Based on the predetermined success indicators, the study is deemed successful if the classical completion rate exceeds 75%. Thus, the study will continue into Cycle II to improve students' poetry writing skills by using videos that are easier to understand.

Table 4. Summary of Marks for Cycle II

Number of Students	Total Value	Highest Score	Lowest Score	Average	Completion Rate	Completed	Incomplete
25	2080	96	52	83,20	80%	20	5

Based on Table 4 above, the total score achieved by the 25 students in Class X-Culinary 1 is 2080. This score was then divided by the number of students, resulting in an average of 83.20. The Minimum Passing Mark (MPM) set for the poetry writing skills module is 75. Students are deemed to have met the criteria if their score is 75 or above, whilst those scoring below 75 are deemed not to have met the criteria. In the table, 20 out of 25 students met the MPC, with the highest score reaching 96. The number of students who met the criteria, divided by the total number of students present in the class, yields a pass rate of 80%. Meanwhile, the number of students who did not meet the MPM was 5, with the lowest score being 52. These students' failure to meet the criteria was shaped by a lack of attention whilst watching the music video clips shown, resulting in difficulties in selecting vocabulary and figures of speech. Based on the predetermined success indicators, the study is deemed successful if the classical completion rate exceeds 75%. As the completion rate in cycle II reached 80%, this study can be concluded.

4.1.3. Students' Responses to Writing Instruction Using the Imagination Suggestion Method

Data on the responses of students from Class X-Culinary 1 regarding poetry writing lessons using the suggestion-imagination method with a music video by Moch. Arifin at SMKN

1 Bojonegoro was obtained through a questionnaire distributed after the second cycle of lessons. The questionnaire was completed by 23 students in Class X-Culinary 1 to gauge their interest in learning to write poetry using the suggestion-imagination method. Based on the analysis of the questionnaire data using Microsoft Excel 2013, the following results were obtained

Table 5. Questionnaire Results

No	Question	Response Criteria				
		1	2	3	4	5
1	P1	0	3	6	14	0
2	P2	0	2	8	13	0
3	P3	1	1	7	14	0
4	P4	0	3	9	11	0
5	P5	0	2	7	14	0
6	P6	0	3	10	10	0
7	P7	0	0	8	15	0
8	P8	1	2	10	10	0
TOTAL		2	16	65	101	0
		184				

According to Table 5, the number of students who responded to P1 was 14 in favour, 6 somewhat in favour, and 3 somewhat against. For response P2, 13 stated they were in favour, 8 somewhat in favour, and 2 somewhat against. Furthermore, for response P3, 14 agreed, 7 somewhat agreed, 1 somewhat disagreed, and 1 disagreed. For response P4, 11 agreed, 9 somewhat agreed, and 3 somewhat disagreed. For response P5, 14 agreed, 7 somewhat agreed, and 2 somewhat disagreed. Regarding response P6, 10 people agreed, 10 people somewhat agreed, and 3 people disagreed. For response P7, 15 people agreed and 8 people somewhat agreed. Finally, for response P8, 10 people agreed, 10 people somewhat agreed, 2 people disagreed, and 1 person strongly disagreed.

4.2. Discussion

Based on the findings of the above study, the suggestion method was implemented over two cycles in August 2025. Each cycle comprised a planning stage, an implementation stage, an observation stage, and a reflection stage. Throughout the learning process, an observer conducted observations to assess the alignment of learning activities with the teaching modules that had been developed. The results of the learning observations in cycles I and II revealed the following improvements.

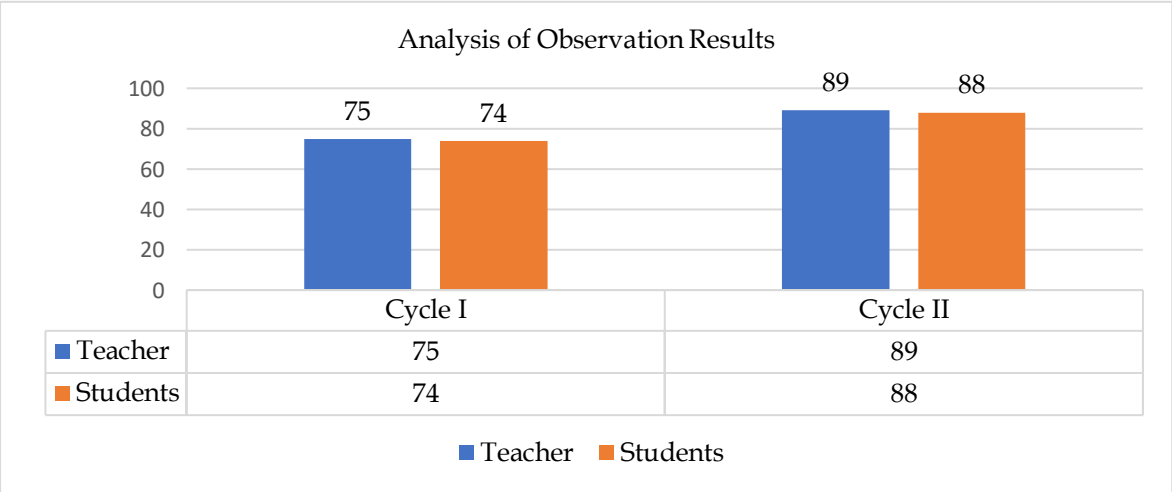

Figure 3. Analysis of Observation Results

Based on the graph shown in Figure 3, this increase occurred due to changes in the psychological condition of students, the impact of video clips of selected songs, the impact of class conditioning, improvement of materials and task sheets, and the activeness of students in asking questions. In the cycle I, students are still confused because they are not used to writing poetry based on suggestions from song video clips. In the cycle II, students are no longer confused about the new method because they already have learning experience in the previous cycle. In this cycle the researchers replace the video clip song with a more relevant theme for students X-Culinary 1. Cognitively, when the suggestions given are in accordance with real life, it makes it easier for students to process information and turn it into imagination for writing materials. In addition, the relevance of the theme creates an emotional connection for students. Students no longer consider writing poetry as a task, but a means of expressing ideas and feelings. The success of researchers who act as teacher in conditioning the class is able to create positive associations with the activity of writing poetry.

Less regular class conditions in the cycle I caused confusion in the students process information from video clips of songs. After the teacher conditions the class by arranging seating, intonation, and time management in the next cycle creates a comfortable and orderly learning atmosphere. This proves that the classroom setting makes students more focused in processing the imagination to write poetry. In the cycle II, the researchers also revised the material that is still too general to be specific in the form of PPT. That's because PPT can help students understand things including physical structure and inner structure before writing poetry. The task sheet in this cycle is also more complex than cycle I. The assignment sheet provides step-by-step guidance for students in writing poetry, so that students do not experience writer's block or confusion with what should be written. Students also began to actively ask questions and ask for feedback on the teacher about the poem that has been written. This proves that the cycle II of students confident with his own work. Furthermore, the students' scores in cycles I and II also showed an improvement.

Table 6. Analysis of Values

Cycle	Number of Students	Total Value	Mean	Completion Rate	Complete	Incomplete
I	19	1384	72,84	42%	8	11
II	25	2080	83,20	80%	20	5

The following graph has been produced from Table 6:

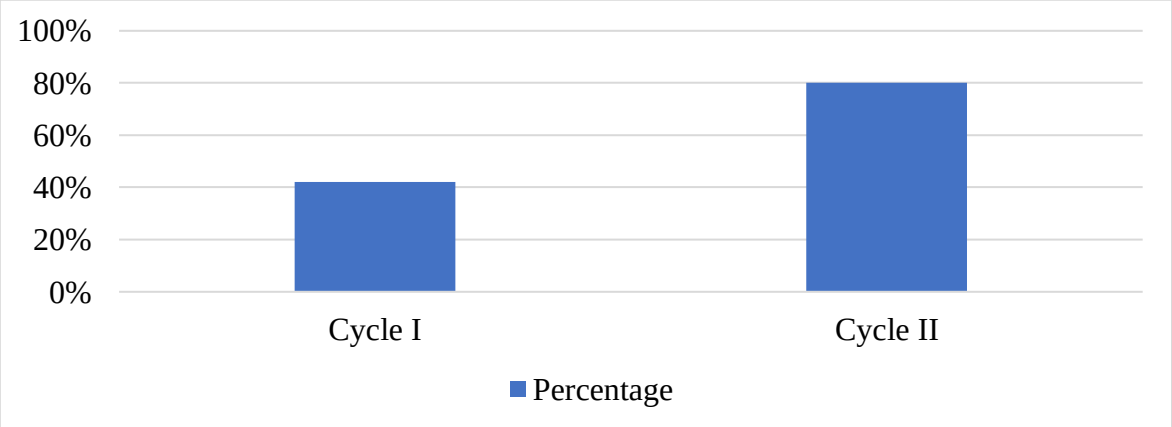

Figure 4. Graph of the Percentage of Students Achieving the Required Standard

Based on the table 6 and graph presented in Figure 4, the increase in the percentage of completeness from cycle I to cycle II was caused by the use of PowerPoint (PPT) in the delivery

of material and the selection of song video clips that are relevant to students. In the cycle I, teacher deliver the material manually on the blackboard, which causes students to have to divide their attention between listening and understanding the physical structure and the inner structure of the poem that still sounds foreign. This creates a high cognitive load as students become less focused. In the cycle II, students present specific material in the form of PPT to help students understand the physical structure and inner structure. Students are no longer difficult to determine the diction, figure of speech, images, and typography that will be used to write poetry because students already have the provision of the material that has been taught. Further, the selection of relevant song video clips helps students in developing imagination.

According to scheme theory (Xie, 2017), a person's ability to produce text depends on the scheme that has been owned. Video clips of songs with themes relevant to everyday life activate the scheme of experiences that have been had by students. In the cycle I, the selected song video clips are less relevant because they are too abstract and make it difficult for students to develop imagination. In contrast to the video clips of songs in the cycle II which is easily understood by students because it is relevant to everyday experience. Students imagine visualizations in video clips of songs and then relate them to the experiences they have (Isroyati et al., 2021). Theoretically, video clips of songs used as a medium of suggestion can stimulate the imagination of learners by optimizing the right brain and left brain Hermanto et al. (2022). The right brain deals with creativity and emotions, while the left brain deals with logic. In this case the creativity and emotions that are in the right brain are stimulated by giving suggestions (video clips of songs) to activate the performance of the left brain, namely writing.

Based on the calculation of the results of research conducted by Fernanda (2022), the increase in poetry writing skills of students was 26%, Hermanto et al. (2022) by 3.49%, Saputri et al. (2023) by 13.07%, Safi'i (2024) by 11.04%, and Priatna et al. (2024) by 14.38%. While this study increased poetry writing skills by 14.22%. The difference in the comparison of the increase in this study with the previous five studies lies in the design and subject of the study. Fernanda's research (2022) was conducted at the elementary school level, while Hermanto et al. (2022), Saputri et al. (2023), Safi'i (2024), and Priatna et al. (2024) at the high school and vocational high school levels. These differences in subjects affect the results of the research conducted because each level has different characteristics. Research Fernanda (2022), Hermanto et al. (2022), Safi'i (2024), and Priatna et al. (2024) using experimental design, while Saputri et al. (2023) using CAR design. Although this study uses the same CAR design, the improvement of students ' writing skills is greater (14.22%) than Saputri et al. (2023) (13,07%). The difference is influenced by the characteristics of the study subjects and video clips used songs. Based on an interview with Siti Nur Imama, S.Pd. during the introduction of the school field introduction (SFI), students of X-Culinary 1 SMKN 1 Bojonegoro tend to use the right brain (emotion and creativity) rather than the left brain (logic, language, and science) as in class X-RPL 2 SMKN Takeran. In this case the ability of the right brain is stimulated by giving suggestions in the form of video clips of songs to activate the ability of the left brain associated with logic, especially writing.

Researchers chose the theme of the video clip song by Moch. Arifin in accordance with the experience of students X-Culinary 1. Cycle I theme "nature "and cycle II theme"farewell". Theme song video clips in the cycle II has a high emotional level, so that an increase in value occurs. In contrast to the study Saputri et al. (2023) which does not mention the specific theme of the song's video clip. Improvement of poetry writing skills of students in this study is comparable to Priatna et al. (2024) with a difference of (0.16%). This is due to differences in research design. Research by Priatna et al. (2024) used control class X Language 1 and experimental class X Language 2 at SMAN 2 Tambang, while this study used the same class

X-Culinary 1 at SMK 1 Bojonegoro (cycle I and cycle II). Although different, the two studies show that the imagination suggestion method is effective for improving students ' poetry writing skills. The application of imagination suggestion method in SMKN 1 Bojonegoro received a positive response of" strongly agree " from students by 90%.

5. Conclusion

Based on the results and discussion can be concluded, that the method of suggestion imagination with video clip song Moch. Arifin effective to improve the skills of writing poetry students. The effectiveness is assessed from three indicators. First, the activity of teacher and students increased from "good" in the first cycle to "very good" in the second cycle. Second, the percentage of students ' completeness increased from cycle I (42%) to Cycle II (80%). The percentage of completion in cycle II has exceeded the success indicators set (75%). Third, learning to write poetry using the imagination suggestion method received a positive response of "strongly agree " from students (90%).

This finding reinforces the theory that the method of imagination suggestion with audiovisual media can stimulate students ' imagination before writing. Theoretically, the success of this method cannot be separated from five factors, including class management, selection of the theme of the video clip song, improvement of the material in the form of PPT, improvement of the assignment sheet, and the activeness of students. Thus, this method can be an alternative to learning approaches that involve emotional experiences such as short story material, novels, or plays. For teachers at SMKN 1 Bojonegoro, this study provides practical implications, among others: (A) determine the theme of the video clip song in accordance with the emotional experience of students in everyday life, (b) apply six syntax imagination suggestion method consisting of: relaxation, motivating thoughts, build emotions, self-programming, expressing thoughts, and reflect systematically, (c) utilizing projectors and loudspeakers as supporters of the video clip song used. This is attributed to the fact that students in this study found it easier to focus when viewing content through a projector, rather than accessing media via the internet.

Nevertheless, this study has a number of limitations. First, the use of different theme song video clips. Cycle I "nature "and cycle II "farewell". It makes the increase that occurs can not be attributed to the method alone because the theme of the video clip song cycle II has a higher emotional strength towards students. Second, it is only applied to the culinary department class so that the effectiveness of this method is not necessarily the same as other departments in SMKN 1 Bojonegoro because each department has different characteristics. Third, the difference in the number of students who attended the first cycle (19 people) and cycle II (25 people). This makes the value calculation process only focused on the students who attended so that the average increases. Based on these limitations, this study provides recommendations, including: (a) the theme of the video clip song in cycle I and cycle II must be the same to measure the effectiveness of the method with the media used, (b) applied to other majors in SMKN 1 Bojonegoro with experimental methods to determine the relationship of the method with the media to the value of, and (c) students who were not present at the time of the study were given homework to determine the ability to write with imagination suggestion method and facilitate the process of transparency of the average value or it could be by adding other analyzes such as normality test and test paired sample t-test. Both tests can be done by calculating the value of students who are present in cycle I and cycle II. Yet, the students must be the same and present in both cycles. Normality test aims to see if the data is

normally distributed. If the data is normally distributed can be continued with paired sample t-test. If the data is not normally distributed can be continued with the Wilcoxon t-test.

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