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Improving Poetry Writing Skills Using Image Media Among Grade X Science Students at MA Al-Ikhlas Kairatu

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Article Info

Submitted: 10 November 2025

Accepted: 15 Januari 2026

Available Online: 20 February 2026

Published: 20 February 2026

Abstract

This study aimed to determine the improvement in poetry writing skills through the use of image media among Grade X Science students at MA Al-Ikhlas Kairatu, Waitasi Hamlet, West Seram Regency. The sample consisted of 16 students. Data collection techniques were carried out using test instruments consisting of observation, interviews, assignments, questionnaires, and documentation. The improvement in poetry writing skills was observed through two cycles. In Cycle I, the results were not optimal, as 8 students did not meet the Minimum Mastery Criteria (MMC), while only 8 students achieved the required standard. In contrast, Cycle II showed effective learning outcomes, where all 16 students successfully met the MMC. These findings indicate the students' success in participating in the learning process. Based on the results of the study, it can be concluded that the use of image media improved the poetry writing skills of Grade X Science students at MA Al-Ikhlas Kairatu. The researchers suggest that the use of image media in Indonesian language learning, especially in poetry writing, can provide valuable input for teachers in encouraging students to improve their poetry writing skills optimally.

Keywords: *Image Media, Poetry, Writing Skills.*



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INTRODUCTION

In the global era of education, writing skills have become one of the most essential competencies required for students to communicate ideas, express creativity, and develop critical thinking abilities. The rapid advancement of information and communication technology has transformed educational practices worldwide, requiring students to possess not only literacy skills but also creative and innovative thinking abilities (UNESCO, 2021). Among various forms of literacy, creative writing, particularly poetry writing, plays an important role in developing students' imagination, emotional intelligence, communication skills, and self-expression (Tompkins, 2019). According to Cremin and Myhill (2012), creative writing activities encourage students to explore language creatively while fostering reflective and critical thinking abilities. Furthermore, poetry writing provides opportunities for students to express personal experiences, emotions, and perspectives through aesthetic language.

Despite the importance of poetry writing, several international studies have reported that students often experience difficulties in expressing ideas creatively in written form. Many learners struggle with limited vocabulary, low confidence, and inadequate ability to organize ideas into meaningful literary expressions. In addition, conventional teaching approaches that rely heavily on teacher-centered instruction often reduce students' motivation and engagement in writing activities. Graham and Perin (2007) emphasized that effective writing instruction requires interactive learning strategies, meaningful contexts, and supportive learning media to improve students' writing performance.

In the Indonesian educational context, writing skills remain one of the major challenges in language learning. Indonesian language instruction is expected to develop students' literacy competence, creativity, and higher-order thinking skills in accordance with the goals of the Merdeka Curriculum and 21st-century learning demands (Widodo & Gustine, 2020). However, many students still demonstrate low achievement in writing activities, particularly in literary writing such as poetry. Several studies in Indonesia have shown that students often face difficulties in generating ideas, selecting appropriate diction, and expressing imagination creatively in poetry writing tasks. This condition is often caused by monotonous learning methods, limited use of instructional media, and lack of student-centered learning approaches.

Based on preliminary observations conducted at MA Al-Ikhlas Kairatu, West Seram Regency, Grade X Science students showed limited participation and low creativity during poetry writing activities. Students tended to have difficulty transforming ideas into poetic language because learning activities were still dominated by conventional methods without the support of interactive learning media. As a result, students' motivation and poetry writing performance remained relatively low. This condition indicates the need for innovative learning strategies that can stimulate students' imagination, creativity, and active participation.

One instructional approach considered effective in improving students' writing skills is the use of image media integrated with the Project Based Learning (PjBL) model. Image media can provide concrete visual stimuli that help students generate ideas, develop imagination, and express thoughts more creatively. According to Mayer's Cognitive Theory of Multimedia Learning, students learn more effectively when information is presented through verbal and visual representations simultaneously because visual elements support cognitive processing and improve comprehension (Mayer, 2021). In poetry writing instruction, images can function as stimuli that encourage students to interpret meanings, emotions, and situations more imaginatively.

In addition, Project Based Learning (PjBL) is considered an effective student-centered learning model that promotes creativity, collaboration, problem-solving, and active engagement. Krajcik and Blumenfeld (2021) explained that PjBL allows students to construct knowledge actively through meaningful learning experiences and authentic projects. Through project-based activities, students are encouraged to explore ideas independently, collaborate with peers, and produce creative learning outcomes. Therefore, integrating image media with the PjBL model is expected to create a more interactive and meaningful poetry writing learning environment.

Several previous studies have demonstrated the positive impact of visual media and project-based learning on students' writing skills (Handayani & Sugiman, 2019). Sukmawati *et al.* (2022) found that image-based learning significantly improved students' creativity and writing performance in Indonesian language learning. Similarly, Rahmawati and Fitriani (2021) reported that visual media increased students' motivation and participation during writing instruction. International research also supports the implementation of

multimedia and project-based learning in writing education. For example, Bell (2010) highlighted that PjBL enhances students' creativity, collaboration, and higher-order thinking skills, while Mayer (2021) emphasized the effectiveness of multimedia learning in improving cognitive engagement and learning outcomes.

Although previous studies have investigated the use of visual media and Project Based Learning separately, limited research has specifically examined the integration of image media and PjBL in poetry writing instruction within rural Islamic senior high schools. Most existing studies focus on general writing skills or are conducted in urban educational contexts. Consequently, there is still limited evidence regarding how image media integrated with Project Based Learning can improve poetry writing skills among students in rural madrasah settings, particularly at MA Al-Ikhlas Kairatu, West Seram Regency.

Therefore, this study is important because it seeks to address students' low poetry writing performance by implementing innovative learning media and student-centered learning approaches. This research also contributes to the development of Indonesian language learning strategies by providing empirical evidence regarding the effectiveness of integrating image media and Project Based Learning in improving students' poetry writing skills.

This study aimed to determine the improvement in poetry writing skills through the use of image media integrated with the Project Based Learning model among Grade X Science students at MA Al-Ikhlas Kairatu, Waitasi Hamlet, West Seram Regency.

METHODS

This study employed a qualitative and quantitative approach using Classroom Action Research (CAR) to improve students' poetry writing skills through the integration of image media and the Project Based Learning (PjBL) model. Classroom Action Research was selected because it allows researchers and teachers to improve classroom learning practices systematically through reflective cycles consisting of planning, action, observation, and reflection stages (Kemmis et al., 2014). This study was conducted collaboratively between the researcher and the Indonesian language teacher to ensure that the learning process and observation activities were implemented effectively.

The research was conducted at MA Al-Ikhlas Kairatu, located in Waitasi Hamlet, West Seram Regency, during the 2023/2024 academic year. The participants of this study were 16 Grade X Science students consisting of male and female students with different academic abilities. The participants were selected purposively because preliminary observations showed that students experienced difficulties in poetry writing activities, particularly in generating ideas, selecting appropriate diction, and expressing imagination creatively. Most students' poetry writing performance was still below the expected Minimum Mastery Criteria (MMC).

The research design consisted of two cycles, and each cycle included four stages: planning, implementation of action, observation, and reflection. In the planning stage, the researcher prepared lesson plans, teaching materials, image media, observation sheets, interview guidelines, students' worksheets, and poetry writing assessment rubrics. The learning activities were designed using the Project Based Learning model integrated with image media to encourage students' active participation and creativity.

During the implementation stage, students participated in poetry writing activities using image media as visual stimuli. Students were asked to observe images, interpret meanings, discuss ideas collaboratively, and compose poems based on their observations and imagination. The use of image media aimed to stimulate students' creativity, imagination, and emotional expression in poetry writing. In Cycle II, improvements were made based on the reflection results from Cycle I, including the use of more engaging image media, clearer instructions, and more intensive teacher guidance during the learning process.

Observation activities were conducted during the implementation of learning activities to examine students' participation, motivation, creativity, interaction, and responses toward the learning process. The researcher and collaborator recorded all classroom activities using observation sheets to obtain comprehensive information regarding the effectiveness of the learning implementation. Reflection activities were carried out at the end of each cycle to evaluate learning outcomes, identify weaknesses, and determine improvements for the following cycle.

Data in this study were collected through observations, interviews, writing tests, and documentation. Observation techniques were used to examine students' learning activities and participation during the

implementation of image media and Project Based Learning. Interviews were conducted with students and the Indonesian language teacher to obtain information regarding students' learning difficulties, responses, and perceptions toward the learning process. Poetry writing tests were administered at the end of each cycle to measure students' improvement in poetry writing skills. The assessment focused on several aspects, including theme suitability, diction, imagination, figurative language, poetic structure, and coherence. Documentation techniques were also used to collect supporting data such as lesson plans, students' assignments, photographs of learning activities, and assessment results.

The research instruments used in this study included observation sheets, interview guidelines, poetry writing assessment rubrics, and documentation sheets. The poetry writing assessment rubric consisted of several indicators, including suitability of theme and content, diction and word choice, imagination and creativity, use of figurative language, and poetic structure.

To ensure the validity and trustworthiness of the research findings, this study applied triangulation techniques (Creswell & Creswell, 2018), including technique triangulation and source triangulation. Technique triangulation was conducted by comparing data obtained through observations, interviews, tests, and documentation, while source triangulation was conducted by comparing information obtained from students, teachers, and classroom observations. In addition, collaborative validation was carried out through discussions between the researcher and the Indonesian language teacher during observation and reflection activities to minimize subjectivity in interpreting the research findings.

The data analysis technique employed in this study consisted of qualitative and quantitative descriptive analysis. Qualitative data obtained from observations, interviews, and documentation were analyzed using the interactive analysis model proposed by Miles, Huberman, and Saldaña, which includes data collection, data reduction, data display, and conclusion drawing. Qualitative analysis was conducted to describe students' participation, creativity, motivation, and responses during the learning process. Meanwhile, quantitative data were obtained from students' poetry writing test scores and analyzed by calculating average scores and the percentage of students who achieved the Minimum Mastery Criteria (MMC).

RESULTS AND DISCUSSION

Before the implementation of the classroom action research, preliminary observations were conducted to identify students' initial conditions in poetry writing learning. The observations revealed that most Grade X Science students at MA Al-Ikhlas Kairatu experienced difficulties in expressing ideas, selecting appropriate diction, and developing imagination creatively in poetry writing activities. Students tended to feel less confident when asked to compose poems independently, and classroom learning activities were still dominated by conventional teaching methods centered on teacher explanations without the support of interactive learning media. As a result, students showed low motivation and limited participation during poetry writing lessons. The initial assessment results also indicated that many students had not achieved the Minimum Mastery Criteria (MMC), particularly in aspects related to imagination, figurative language, and poetic coherence.

These conditions demonstrated the need for innovative learning strategies that could stimulate students' creativity, motivation, and active participation in poetry writing activities. Therefore, the researcher implemented image media integrated with the Project Based Learning (PjBL) model to improve students' poetry writing skills.

Cycle I

The implementation of Cycle I was conducted in two meetings on January 24 and 26, 2024. In this cycle, the researcher introduced image media as visual stimuli to support poetry writing learning activities. The learning process was carried out using the Project Based Learning approach, where students were encouraged to observe images, discuss ideas collaboratively, and compose poems based on their interpretations and imagination.

During the implementation of Cycle I, students showed initial interest and enthusiasm toward the use of image media. The visual representations helped students generate ideas more easily compared to previous conventional learning activities. Several students became more active during discussions and attempted to

express their thoughts creatively through poetry writing. However, some students still experienced difficulties in developing poetic diction, organizing ideas coherently, and using figurative language effectively.

Based on the observation results, students' participation during the learning process showed gradual improvement compared to the preliminary condition. Students began to demonstrate better engagement during classroom discussions and collaborative project activities. Nevertheless, some students remained passive and lacked confidence when presenting or discussing their poems. In addition, classroom interaction and time management during poetry writing activities were still not fully optimal.

The quantitative results obtained in Cycle I indicated improvement in students' poetry writing performance. The average score of students' poetry writing increased from the preliminary average score of 64.3 to 73.8 in Cycle I. Out of 16 students, 10 students (62.5%) successfully achieved the Minimum Mastery Criteria (MMC), while 6 students (37.5%) still scored below the expected standard. Students who achieved the MMC demonstrated better creativity, richer diction, stronger imagination, and improved poetic coherence. However, students who did not achieve the MMC still showed weaknesses in expressing ideas, selecting appropriate vocabulary, and applying figurative language effectively.

The improvement observed in Cycle I indicates that the use of image media integrated with the Project Based Learning model positively influenced students' poetry writing skills and learning motivation. The use of visual stimuli through image media enabled students to develop ideas more creatively and helped them connect abstract imagination with concrete visual representations. This finding supports Mayer's Cognitive Theory of Multimedia Learning, which explains that students learn more effectively when verbal and visual information are presented simultaneously because visual representations support cognitive processing and comprehension (Mayer, 2021).

Furthermore, the findings of Cycle I are consistent with the study conducted by Sukmawati et al. (2022), which found that image-based learning significantly improved students' creativity and poetry writing performance in Indonesian language learning. Similarly, Rahmawati and Fitriani (2021) reported that visual learning media increased students' motivation and engagement during writing instruction. The implementation of Project Based Learning also contributed to students' active participation because collaborative project activities encouraged students to exchange ideas and develop creativity through authentic learning experiences.

Although the results of Cycle I showed positive improvement, the learning outcomes had not yet fully achieved the expected success indicators. Only 62.5% of students achieved the Minimum Mastery Criteria (MMC), which was still below the predetermined success criterion of 80% learning mastery. Several students continued to experience difficulties in organizing poetic ideas, applying figurative language, and expressing imagination creatively. In addition, some students still lacked confidence during classroom discussions and poetry presentations.

Scientifically, the implementation of Cycle II was necessary to optimize students' learning outcomes and address the weaknesses identified during Cycle I. According to the principles of Classroom Action Research, reflection results from the first cycle are used to design improvements for subsequent learning cycles in order to achieve more effective and meaningful learning outcomes. Therefore, several improvements were planned for Cycle II, including the use of more engaging and contextual image media, clearer guidance regarding poetry writing techniques, more intensive teacher assistance, and stronger encouragement for students' active participation during collaborative learning activities.

Cycle II

Cycle II was implemented as an improvement stage based on the reflection results obtained from Cycle I. The implementation of Cycle II was conducted in two meetings on January 31 and February 2, 2024. In this cycle, the researcher used more attractive and contextual image media to stimulate students' imagination and creativity more effectively. The teacher also provided clearer instructions regarding poetry writing techniques, intensive guidance during learning activities, and stronger encouragement for students to participate actively during discussions and project activities.

During the implementation of Cycle II, students demonstrated significant improvement in participation, confidence, and creativity. Students became more enthusiastic and actively involved in observing images, discussing ideas collaboratively, and composing poems creatively. The use of image media

successfully stimulated students' imagination, enabling them to express ideas more freely and confidently in poetic form. Classroom interaction also became more active and conducive compared to Cycle I.

Observation results indicated that students showed better understanding of poetic elements such as diction, imagery, figurative language, rhyme, and coherence. Students who previously appeared passive during learning activities became more engaged and confident when presenting their poems in front of the class. The collaborative learning atmosphere created through the Project Based Learning model encouraged students to exchange ideas, provide feedback, and support each other during poetry writing activities.

The quantitative data obtained in Cycle II showed a significant improvement in students' poetry writing performance. The average score of students' poetry writing increased from 73.8 in Cycle I to 86.7 in Cycle II. All 16 students (100%) successfully achieved the Minimum Mastery Criteria (MMC), indicating that the predetermined success indicator had been achieved successfully. Students' poems demonstrated richer diction, stronger imagination, more effective use of figurative language, and better organization of poetic structure compared to the previous cycle.

The improvement in students' learning outcomes from Cycle I to Cycle II confirms that the integration of image media and the Project Based Learning model effectively improved students' poetry writing skills. The use of visual stimuli through image media helped students develop ideas and imagination more effectively, while Project Based Learning encouraged students to participate actively, collaborate with peers, and engage in meaningful learning experiences. This finding is in line with Mayer's Multimedia Learning Theory, which emphasizes that visual and verbal information presented simultaneously can improve students' cognitive engagement and comprehension (Mayer, 2021).

In addition, the findings support the research conducted by Krajcik and Blumenfeld (2021), which reported that Project Based Learning enhances students' creativity, collaboration, and higher-order thinking skills through authentic learning activities. The results of this study are also consistent with Sukmawati et al. (2022), who found that image media effectively improved students' creativity and poetry writing abilities in Indonesian language learning.

Based on the results obtained in Cycle II, the researcher concluded that the implementation of image media integrated with the Project Based Learning model had successfully achieved the research objectives and predetermined success indicators. Scientifically, the research was considered sufficient to conclude in Cycle II because all students had achieved the Minimum Mastery Criteria (MMC), students demonstrated significant improvement in creativity and participation, and classroom learning activities became more active and effective.

Furthermore, the reflection results in Cycle II showed that the major learning problems identified during the preliminary observation and Cycle I had been successfully addressed. Students no longer experienced significant difficulties in generating ideas, organizing poetic structures, or expressing imagination creatively. Therefore, additional cycles were considered unnecessary because the research objectives had been achieved optimally and the learning intervention had demonstrated consistent effectiveness in improving students' poetry writing skills.

Overall, the implementation of image media integrated with the Project Based Learning model proved effective in improving poetry writing skills among Grade X Science students at MA Al-Ikhlas Kairatu. The learning process became more interactive, student-centered, and meaningful, enabling students to develop creativity and imagination more optimally.

Table 1. Improvement of Students' Poetry Writing Skills Across Cycles

No.	Assessment Indicators	Preliminary Condition	Cycle I	Cycle II
1	Average Poetry Writing Score	64.3	73.8	86.7
2	Number of Students Achieving MMC	5 Students	10 Students	16 Students
3	Percentage of Students Achieving MMC	31.25%	62.5%	100%

4	Students' Participation in Learning Activities	Low	Moderate	High
5	Students' Creativity and Imagination	Limited	Improved	Highly Improved
6	Students' Confidence in Writing Poetry	Low	Moderate	High

Based on Table 1, students' poetry writing skills improved significantly after the implementation of image media integrated with the Project Based Learning model. The average score increased progressively from 64.3 in the preliminary condition to 73.8 in Cycle I and further improved to 86.7 in Cycle II. Similarly, the percentage of students achieving the Minimum Mastery Criteria (MMC) increased from 31.25% in the preliminary condition to 62.5% in Cycle I, and finally reached 100% in Cycle II.

The data also indicate substantial improvement in students' classroom participation, creativity, imagination, and confidence during poetry writing activities. These findings demonstrate that the use of image media and Project Based Learning successfully created a more interactive, motivating, and student-centered learning environment, which positively contributed to students' poetry writing performance.

CONCLUSION

Based on the results of the classroom action research conducted in two cycles, it can be concluded that the implementation of image media integrated with the Project Based Learning (PjBL) model successfully improved the poetry writing skills of Grade X Science students at MA Al-Ikhlas Kairatu, Waitasi Hamlet, West Seram Regency. The use of image media provided visual stimulation that helped students generate ideas, develop imagination, and express thoughts more creatively in poetic form. In addition, the implementation of the Project Based Learning model encouraged students to participate actively, collaborate with peers, and become more confident during the learning process.

The improvement in students' poetry writing skills was reflected in both qualitative and quantitative findings. Quantitatively, the average score of students' poetry writing performance increased significantly from 64.3 in the preliminary condition to 73.8 in Cycle I and further improved to 86.7 in Cycle II. Similarly, the percentage of students achieving the Minimum Mastery Criteria (MMC) increased from 31.25% in the preliminary condition to 62.5% in Cycle I and finally reached 100% in Cycle II. Qualitatively, students demonstrated better participation, creativity, imagination, confidence, and understanding of poetic elements such as diction, figurative language, imagery, and coherence.

The findings of this study indicate that image media integrated with Project Based Learning creates a more interactive, student-centered, and meaningful learning environment. The learning process became more engaging because students were actively involved in observing images, discussing ideas collaboratively, and composing poetry creatively based on their interpretations and experiences. Therefore, the integration of image media and the Project Based Learning model can be considered an effective instructional strategy for improving students' poetry writing skills in Indonesian language learning.

Furthermore, this study contributes to the development of innovative learning strategies in literary instruction, particularly in rural madrasah contexts where students often experience limited learning resources and conventional teaching approaches. The findings also reinforce the importance of integrating visual media and student-centered learning models to improve students' literacy skills, creativity, and learning motivation.

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