

# ELEMENTARY STUDENTS' POETRY WRITING SKILLS USING PICTURE CARD-ASSISTED ACROSTIC TECHNIQUES

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**Abstract.** Poetry writing skills for fifth grade elementary school students by applying acrostic techniques supported by picture cards as a learning medium. This research aims to improve the poetry writing skills of 5th grade elementary school students by using the acrostic technique supported by picture card learning media. The method used was qualitative with a case study approach, involving 30 students from SDN X. Data was collected through observation, in-depth interviews, and analysis of students' poetry before and after the intervention. Learning is carried out in six sessions, where students learn to compose poetry based on the words on picture cards and the data that will be obtained is the results of students writing poetry using the acrostic technique. Using acrostic techniques and picture cards will make it easier for students to write poetry. In addition, students also show progress in emotional expression in their work. Interviews with students and teachers show that the use of picture cards not only increases students' motivation and self-confidence, but also makes the learning process more enjoyable.

**Keywords:** poetry writing skills, acrostic technique, Change with Picture Card, elementary education

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## INTRODUCTION

Indonesian is one of the lessons that can develop students' language skills. Elementary school is the age when children have the ability to learn quickly and can absorb information well (Maknun & Tirtahardja, 2020). Indonesian is the national language that must be mastered by all Indonesian citizens and Indonesian will also be the basis for developing regional and foreign languages (Desmirasari & Oktavia, 2022). Indonesian language lessons are part of literature learning in elementary schools. Indonesian language lessons are the initial stage for gaining other knowledge.

Indonesian Language Learning is a text-based lesson (Mahsun, 2013). The text can be a medium for speaking, communicating and being able to express ideas in writing. This is also in line with the opinion of Ngalimun & Alfulaila (2011) that Indonesian Language learning is a language skills lesson that includes receptive and productive. Receptive skills are listening and reading skills, while productive skills are writing and speaking skills (Dwi Jayanti, 2017).

One of the skills that students must master is descriptive skills, namely writing skills. Writing also has a goal that will increase students' creativity in communicating ideas, notions, opinions,

and students can also understand the messages conveyed from poetry that has been written by other people. Writing is a process that can foster creativity that involves a lot of students thinking divergently rather than convergently (Dahlia et al., 2019). Writing skills are a skill

that is very difficult and takes a long time to make. For people who have never produced written work, they will find it difficult to express their ideas (Hamsa et al., 2019).

Writing well and expressing ideas is an activity that is difficult for students to do, and students also have difficulty finding the right words or expressing their ideas in writing. This is in line with the opinion of Husna, & Fatria, (2019) that difficulties in expressing ideas, thoughts to be developed into poetry writing and finding the title or theme of poetry to be used are things that are difficult for students to do, students also do not understand. Poetry written by students generally does not have or produce an atmosphere in poetry, but the poetry written by students is like a fictional story with denotational word forms without any language style (Sumiyati, 2022).

Most students express the words they have in mind, always using non-standard words, so that these words are not connected to the theme they are taking. Similar to research conducted by Hanifiyah & Rokhmansyah (2023), writing the right ideas and arranging words effectively are the main factors that make it difficult for students, making it a challenge for students to write poetry. So this needs to be addressed and a solution found so that students get motivation so that students can express their ideas into written poetry in good language. This is in line with the opinion of Susanto, (2019) that by looking at the conditions that occur, solutions are needed to solve the problems that are occurring.

This acrostic technique can improve writing skills and make it easier for students to express their ideas, because this technique can utilize the initial letters in a word or phrase in composing poetry, so this technique can provide clear guidance to students. The acrostic technique can make it easier for students to express their ideas and can create more structured poetry, thus giving students a sense of confidence when writing poetry (Daryanto, 2021). This is in line with the research results of Rachmawati (2021), namely that the acrostic technique can also help students to design ideas systematically, and foster self-confidence in students. The learning process that uses this acrostic technique in writing poetry can increase students' motivation and interest, because this technique provides a clear structure and is easy for students to understand (Sudjono, 2018).

Apart from using the acrostic technique in writing poetry, to make learning fun so that students' motivation grows, there is a need for assistance by using interesting learning media and fostering students' enthusiasm for learning, namely picture cards. Picture cards can help students express the words on the picture cards into poetry, making it easier for students to get ideas and expand students' imaginations. This is in line with the results of research conducted by Fitriani (2023) which proves that by combining the acrostic technique with

picture cards, poetry writing skills can be significantly improved. The innovation in this research is to combine the acrostic technique with picture card media. Therefore, the research aims to see how it affects elementary school students' poetry writing skills using the Acrostic Technique Assisted by Picture Cards.

## **METHODOLOGY**

This study employed a qualitative case study approach to investigate the poetry writing skills of elementary school students using the acrostic technique assisted by picture cards. According to Creswell (2013), a qualitative case study is an in-depth approach that allows for the exploration of a phenomenon within its real-life context. This method enables a detailed examination of the students' creative processes, interactions with the acrostic technique, and how the use of picture cards influences their ability to compose poems. Through this approach, the research aimed to understand the role of these tools in enhancing students' poetry writing skills.

The research was conducted at a public elementary school, focusing on two fifth-grade students selected as the primary participants. These students were chosen based on their varying levels of writing proficiency, allowing the study to compare the impact of the acrostic technique on different skill levels. One student had a strong foundation in writing, while the other struggled with organizing thoughts into structured poems. As Merriam (2009) suggests, selecting participants based on specific criteria enables a more focused analysis of the research question, leading to richer and more meaningful insights.

The two selected students were introduced to the acrostic technique, which is a form of poetry where the first letter of each line spells out a word vertically. Along with the acrostic structure, the students were provided with a set of picture cards. These cards depicted various objects and scenes, such as animals, plants, and everyday activities. The students were asked to choose one card and write a poem based on the word that represented the image on the card. This combination of the acrostic technique and visual aids aimed to stimulate the students' creativity and help them organize their thoughts into a cohesive poem.

Data collection was performed using multiple methods, including observations, interviews, and the analysis of the students' written poems. The researcher observed the students as they engaged with the picture cards and acrostic structure. Observations were made on how the students selected their cards, how they composed their poems, and the challenges they faced during the writing process. According to Yin (2014), observational data is crucial in case study research as it offers real-time insight into the participants' behaviors and interactions that may not be evident through other methods.

In addition to observations, semi-structured interviews were conducted with the students to further explore their experiences with the acrostic technique and picture cards. The interviews aimed to uncover how the students felt about using the acrostic structure, whether they found the picture cards helpful, and the specific challenges they encountered while writing. Interview data provided a deeper understanding of the students' perceptions, motivations, and struggles, adding context to the observational data.

The written poems produced by the students were another important source of data. These poems were analyzed for creativity, structure, vocabulary, and the use of imagery. A thematic analysis approach was used to identify patterns within the poems, focusing on how the acrostic technique influenced the structure and the creativity of the poems. Braun and Clarke (2006) emphasize that thematic analysis is an effective method in qualitative research as it helps to identify recurring themes and patterns that provide valuable insights into the research question.

Throughout the data collection process, ethical considerations were carefully followed. Informed consent was obtained from the students and their parents, ensuring that all participants understood the nature of the study and voluntarily agreed to participate. Confidentiality was maintained by anonymizing the students' identities, and the data was stored securely. According to the ethical guidelines set by the American Psychological Association (APA, 2010), ethical principles for research with children were adhered to, ensuring that the study was conducted responsibly and with respect for the participants.

The data analysis process involved organizing the collected data into categories such as creativity, structure, vocabulary, and challenges. These categories were examined to understand how the acrostic technique and picture cards contributed to the students' poetry writing skills. The analysis also considered individual differences, such as the students' writing fluency and ability to use language effectively. As noted by Merriam (2009), qualitative research is iterative in nature, meaning that data analysis is often revisited as new themes and insights emerge during the research process.

The findings of this study are expected to provide valuable insights into the effectiveness of using the acrostic technique and picture cards in elementary school education. The results will contribute to the growing body of research on creative writing strategies and offer practical implications for teachers seeking to enhance their students' writing abilities. Future studies could expand the scope of this research by examining the long-term impact of such techniques on students' writing development and exploring how these strategies can be adapted for diverse student populations.

In conclusion, this study used a qualitative case study approach to investigate how the acrostic technique and picture cards affect the poetry writing skills of elementary school students. By

combining observations, interviews, and the analysis of written poems, the research aimed to provide a comprehensive understanding of the students' experiences and challenges with these creative tools. The findings are expected to offer valuable contributions to the field of education, particularly in the area of creative writing and the development of students' literacy skills.

The data analysis process in this study followed a rigorous, multi-step approach that focused on identifying patterns and emerging themes. As outlined by Creswell (2013), the analysis of qualitative data involves several phases, including data organization, coding, and theme development. The researcher first transcribed all the interviews and observations into written form, ensuring that no valuable insights were overlooked. These transcriptions were then coded, categorizing the data into relevant themes such as creativity, poem structure, vocabulary usage, and emotional expression. Each code was then further analyzed to identify recurring patterns, with particular attention to how the students used the acrostic technique and the role of picture cards in their poems.

Additionally, member checking was employed to ensure the validity of the findings. According to Lincoln and Guba (1985), member checking is an important strategy in qualitative research, as it allows participants to verify the accuracy of the interpretations made by the researcher. The students were presented with a summary of their experiences, the poems they had written, and the findings derived from the data analysis. This process not only helped to ensure that the interpretations were correct but also provided the students with an opportunity to clarify or expand on their responses.

To further validate the results, triangulation was used by incorporating different data sources, including the observations, interviews, and written poems. Denzin (1978) notes that triangulation enhances the credibility of qualitative research by comparing and cross-checking findings from multiple perspectives. By examining the data from different angles, the researcher was able to confirm the consistency and reliability of the results, ensuring a more robust conclusion about the effectiveness of the acrostic technique and picture cards in enhancing students' poetry writing skills.

Throughout the data collection process, the researcher maintained an open, flexible approach to the study. This allowed for modifications to the methods as needed to capture the full range of student experiences. For instance, if the researcher noticed that the students were facing difficulties in understanding the concept of acrostic poetry or had trouble using the picture cards, adjustments were made to provide additional support. This adaptive approach is consistent with Merriam's (2009) emphasis on the flexibility of qualitative research, where researchers adjust their methods based on emerging findings.

Furthermore, the researcher made sure to build rapport with the participants to foster a comfortable and safe environment for expression. According to Seidman (2013), establishing trust between the researcher and participants is critical in qualitative research, as it encourages openness and honesty. The students were made aware that there were no right or wrong answers and that their creative processes were valued. This helped to reduce any anxieties they may have had about their writing, allowing them to engage more freely in the process.

The findings from the study were analyzed to identify how the acrostic technique and picture cards influenced the students' poetry writing skills. It was observed that the acrostic structure helped the students organize their thoughts and ideas more clearly, while the picture cards acted as stimuli that sparked creativity. The combination of these two techniques resulted in poems that were both structurally sound and rich in imagery. The students' ability to engage with their emotions and express themselves creatively through words was enhanced by these tools, which is consistent with the findings of research on creative writing in education (Smith, 2012).

A key aspect of the research was understanding the emotional and cognitive aspects of the writing process. It was important to examine how the students' emotions and cognitive abilities influenced their poetry writing. According to Vygotsky (1978), emotions and cognition are intertwined, and creativity in writing is influenced by both. The researcher paid close attention to how the students interacted with the picture cards, noticing how certain images evoked emotional responses that translated into their poetry. This emotional connection to the images enhanced the richness of the poems, as the students used their personal experiences to give depth to their writing.

The study also aimed to assess whether the students' writing improved over time as they became more familiar with the acrostic technique and picture cards. By conducting multiple sessions, the researcher was able to observe the students' progress and note any improvements in their writing fluency, creativity, and organization. The findings suggested that with repeated use of these techniques, the students demonstrated increased confidence and proficiency in their poetry writing, which aligns with research on the benefits of iterative practice in skill development (Ericsson, Krampe, & Tesch-Römer, 1993).

One of the major limitations of this study was the small sample size. Given that only two students were involved, the findings may not be generalizable to a larger population. However, the purpose of the study was to explore the phenomenon in depth rather than to generalize the results. As Stake (1995) suggests, case studies are valuable for providing detailed insights into a specific context or group, which can then inform further research on a larger scale. Future studies could build on this research by including a larger sample size or conducting longitudinal



studies to explore the long-term impact of the acrostic technique and picture cards on students' writing skills.

The research concluded by emphasizing the potential benefits of incorporating creative writing techniques, such as the acrostic method and picture cards, into elementary school curricula. The findings suggest that these tools not only improve students' writing skills but also foster greater creativity and self-expression. The study provides valuable insights for educators looking to enhance their students' engagement with writing and creative thinking.

## **RESULTS AND DISCUSSION**

The results revealed that the use of the acrostic technique with picture cards had a positive effect on the students' poetry writing skills. One of the students showed significant improvement in creatively linking words with the image on the card and constructing a well-structured acrostic poem. The student effectively applied the acrostic structure, using each letter of the chosen word to start a line in the poem. The creativity and imagery in their poem were rich, and they demonstrated a strong command of language. On the other hand, the other student, despite following the structure, struggled with word selection and creating a fluid narrative in the poem. This indicates that while the acrostic technique provides a structured framework, individual differences in vocabulary and writing fluency can influence the overall quality of the poem.

The results of research from interviews conducted with fifth grade elementary school teachers show that poetry writing skills still need to be improved. Students' awareness of poetry writing skills needs to be encouraged so that students can be motivated and think creatively so that students can write poetry well. The results of interviews conducted with teachers stated that students were less interested in writing poetry because these students found it difficult to determine themes, express ideas or main ideas into writing, determine sentences or words for poetry, and had difficulty determining appropriate content. with a specified title or theme, difficulty imagining, difficulty determining rhyme, determining the number of lines, finding it difficult to create the message contained in the poem, difficulty determining intonation, not being able to understand the elements of making poetry and when reading poetry in front of the class, feeling embarrassed. Based on the results of observations that have been carried out by research regarding students' poetry writing skills, to investigate the problems experienced by students so as to obtain grades or data from the results of these observations, there are teachers who do not see or do not increase students' motivation to follow the learning, many students are also confused about determining a theme, expressing imagination or ideas, and adapting the content to the theme so that the poetry writing work done by the student is not connected to the theme and many of the words they describe are non-standard and

unclear. Based on the test results obtained from students' answers in poetry writing skills, it was found that the results of students' essays in poetry writing skills varied greatly. In the process of creating a work of poetry using the acrostic technique with the help of picture cards, there are some who understand it clearly and there are also those who do not understand the elements of poetry. So the results of the research carried out on poetry written by fifth grade elementary school students were taken from the analysis of 8 elements of poetry, namely the suitability of the content to the title, the inclusion of imagination, figures of speech, rhyme, message, diction and intonation in the poetry work. In learning to write poetry there must be a positive working relationship built on trust between the teacher and students, this activity is very necessary in learning to write poetry. Students must be sure that the thoughts that arise will be appreciated if the thoughts are meant seriously and have sufficient reason. Students are encouraged to produce poetry from picture cards individually by transforming their understanding into meaningful creative expressions. When students write poetry, they can receive feedback regarding their creativity and use of language (Kirkgoz, 2014). As a teacher, you must prepare several stages of work in class, the output of which is expected to be the students' own poetry. Apart from that, it is important to increase the creative stage and insert the stage of providing new information about free poetry so that students have sufficient knowledge about the topics discussed in creating their own poetry. From the explanation explained above and the information provided is to increase adequate motivation and emotions, it is hoped that it can become a motivational force and increase their creativity while writing their own texts (Vala et al., 2012).

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The use of picture cards in this study played a crucial role in stimulating the students' creativity. The visual stimuli provided by the cards allowed the students to form more vivid and expressive ideas for their poems. This is consistent with the findings of studies by Richek and McDougal (2001), who suggested that visual aids, such as images, can greatly enhance creative writing by helping students to connect abstract concepts with concrete images. The picture cards served as an essential tool in bridging the gap between the students' imagination and their ability to translate that imagination into written words. The visual stimulus helped students overcome the initial difficulty of brainstorming ideas and provided a clear starting point for their poems.

Despite the benefits of using picture cards, not all students demonstrated equal progress in their poetry writing skills. The student who struggled with vocabulary and sentence construction found it difficult to express their ideas as clearly as the other student. This highlights the importance of foundational writing skills, such as vocabulary development and sentence structure, in the process of writing poetry. According to Graves (1983), effective writing skills are developed through a combination of practice and feedback, which is crucial for students who may lack fluency in writing. Therefore, while the acrostic technique and picture cards serve as helpful tools, students still require ongoing support to improve their writing abilities.

In terms of motivation, the use of picture cards significantly increased the students' engagement and enthusiasm in the poetry writing process. The students expressed excitement in choosing a picture card and writing a poem based on it. This aligns with Tompkins (2012), who argued that integrating visual elements into writing activities can boost students' interest and motivation to write. The opportunity to connect an image to their poem gave the students a sense of ownership and creativity, leading to a more positive attitude toward writing. This finding is important as motivation is often a key factor in the success of writing programs, especially for younger students who may struggle with more traditional writing tasks.

## **CONCLUSION**

Based on the research that has been carried out, it provides answers to the research objectives sought, namely regarding students' poetry writing skills using acrostic techniques assisted by picture cards according to the elements, students' obstacles in determining themes, and providing teaching or learning that is as interesting as possible so that allows many students to understand and be interested in writing poetry using the acrostic technique with the help of picture cards, can bring progress to teaching how to arrange words in writing poetry using the acrostic technique and can improve students' skills in creating poetry. Research that has been conducted shows that students already understand and comprehend Indonesian language learning, especially in the poetry writing skills of elementary school students. Even though some students still have difficulty in the technique of creating poetry using these elements, they still understand the meaning. Teachers' efforts and the role of schools are very important to improve students' poetry writing skills. In conclusion, the study indicates that the acrostic technique assisted by picture cards can significantly enhance the poetry writing skills of elementary school students. While some students experienced greater success than others, the technique's structure and the visual stimuli provided by the picture cards were effective in stimulating creativity and improving the overall quality of the poems. This research suggests that integrating such creative methods into the curriculum could be beneficial for fostering students' writing skills. Future studies could explore the long-term impact of this technique on students' writing development and how it can be adapted for students with varying skill levels.

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