

Implementation of Using Imagination Learning Techniques in an Effort to Improve The Competence of Writing Poetry in Grade X SMA N 1 Padang Bolak Julu, North Padang Lawas

Rodiah Lubis^{1*)}, Sutikno²

^{1,2)} Universitas Muslim Al Washliyah, Medan, Indonesia

e-mail: rodiahlbs77@gmail.com¹, sutikno@umnaw.ac.id²

Correspondence Authors: rodiahlbs77@gmail.com

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ABSTRACT

The problems in this research are as follows: 1) What are the results of the ability to write poetry by class X students of SMA Negeri 1 Padang Bolak Julu for the 2024-2025 academic year using imagination techniques? 2) What is the process of applying imagination techniques to improve the ability of class X students of SMA Negeri 1 Padang Bolak Julu to write poetry? The objectives of this research are: 1) to describe the results of the ability to write poetry by class 2) to describe the process of applying imagination techniques in improving the ability to write poetry by class The method used in the research is the Classroom Action Research (PTK) method. This study aims to obtain an overview of improving students' ability to write poetry through imagination techniques in class. The subjects in this research were class X students of SMA Negeri 1 Padang Bolak Julu for the 2024-2025 academic year, totaling 40 people. The object of this research is the results of students post writing abilities. The instrument used for data collection was a multiple choice test. The results of the research showed that by using imagination techniques, the results of students poetry writing abilities increased from cycle I to cycle III, through the average of students poetry writing abilities, namely learning outcomes tests I, II, and III. From cycle I to cycle II, students' ability to write poetry increased from 64 to 72.5, an increase of 8.5, and from cycle II to cycle III, it increased from 72.5 to 83.16, an increase of 10.66. Logically, from cycle I to cycle III, it increases by 19.6. Likewise, the students' learning completeness in the first cycle of students who completed their learning was 47.5%, when compared with the criteria for the level of learning completeness, it was below the criteria. Subsequently it increased to 72.5% in cycle II. In cycle III, learning completeness reached 87.5% when compared with the criteria, and the level of learning completeness was in good agreement. Thus, the hypothesis proposed previously was accepted as true.

Keywords: Learning Techniques, Imagination, Competence, Writing, Poetry

I. INTRODUCTION

Writing is one aspect of third language skills after listening, speaking, and reading, and writing is language skill used to communicate indirectly. In writing, skills are needed to use good writing rules and procedures so that what is conveyed in writing can be understood by the reader well. According to Jauhari (2013:16), writing skills are process skills because almost everyone who writes, whether scientific, non-scientific, or just personal notes, rarely does it spontaneously and immediately. Furthermore, Sukino (2010:19) states that writing is a single activity, if what is written is a simple, short composition, and the material is already in the head. However, writing is a process known as the writing process (Sukino, 2010).

Writing lessons are not only about learning language but also about literature. The teaching literature is planned to involve students in the learning process. Literary experience is realized from what is known and felt by students in the form of sensations, emotions, and ideas. When teaching takes place, students must be involved in problem solving so that they become more active and creative, so that they can achieve the expected competencies.

Literature learning in school trains students to instill a love for literature, so that later when the students are adults, they will also be adults in their ability to capture (appreciate) and assess literary results. Thus, literature

teaching not only has aspects of theoretical and practical training but also has the value of character and attitude formation, in addition to the elements of artistic pleasure and enjoyment (Situmorang, 2009).

Literary activities also hone students' ability to understand the thoughts, feelings, and opinions conveyed by others through language. One of the goals of teaching literature is to instill appreciation of art in students. By appreciating literature, students can directly enjoy literary work, from theories about literature to the application of these theories to understand literary work.

One way to develop literary appreciation among students is through poetry learning. Poetry learning is a literary activity that contains an outpouring of the expression of thoughts, ideas, and life experiences in the form of words that have meaning and aesthetic elements of poetry. Poetry learning in schools aims to instill a sense of sensitivity to the results of literary art so that students get a sense of emotion obtained from poetry appreciation. In addition, poetry learning in schools is very important and useful for students because it can help them become sympathetic and thoughtful.

One aspect of learning poetry is poetry-writing. Writing poetry refers to expressing life in a language medium that must meet certain requirements in accordance with the aesthetic norms of poetry. To achieve this aesthetic, skills and abilities are needed to use the elements to produce a harmonious blend. These skills and abilities can be obtained by diligently practicing writing poems (Situmorang, 2009). With intensive practice, a person will gain experience in how to use the power of thought effectively, convincingly mastering the language structure and vocabulary. These exercises will gradually and routinely convince a person to give birth to ideas, knowledge, and feelings in the form of good and logical language, in accordance with the aesthetic norms they want to achieve.

Process pLearning to write poetry really needs the role of teachers as facilitators, teachers should be able to teach knowledge about literature, especially poetry in detail, to students as one of their bases in writing poetry activities. Learning to write poetry will also be implemented if there is good cooperation between teachers and students. In addition, teacher's teaching methods also had an effect. The way teachers teach poetry still uses traditional methods such as lectures and assignments. Most teachers teach poetry only from literature books in the form of collections or examples of poetry. Teachers rarely use innovative techniques in the learning literature including learning poetry.

Technique learning is important aspect of learning activities. Learning techniques help teachers to deliver lesson materials to students. Techniques are learning resources that can channel messages or information needed by students. Information can be delivered through spoken and written language, supported by the use of appropriate techniques or tools. In the process of learning poetry, the delivery of appropriate information is needed so that students are able to accurately absorb the knowledge contained therein.

So far, in teaching poetry writing, teachers have not optimized the use of innovative teaching techniques that can develop and improve students' creativity in writing poetry. This happens in Class X of State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 Academic Year. Based on observations and interviews conducted with Indonesian language teachers, it is known that innovative teaching techniques are not optimally used in poetry writing lessons; teachers only give assignments to write poetry by processing experiences well, then carrying out selective word selection and placement activities. After choosing words, they are combined with other words with variations in connotative and denotative meanings to produce good poetry.

This kind of learning method sometimes has an impact on laziness and a lack of interest in students following poetry-writing lessons. It can be said that learning is considered less varied so that it has an impact on students' interest in writing being low and indirectly will result in their writing skills being low. This is proven when students are given the task of writing poetry the results are less than optimal, and few are able to achieve the minimum completion criteria, namely a score of 75. The less than optimal results are also caused by several obstacles that arise from the students themselves. These obstacles include difficulty in determining and finding ideas, difficulty in determining the first word in their poems, difficulty in developing ideas that have been obtained in the form of poetry due to minimal vocabulary mastery, and students not being used to expressing their thoughts or imaginations in the form of poetry. These obstacles result in low student poetry writing scores therefore changes are needed in the learning process. These changes can be made by using the Imagination Technique (imagine) which is one of the techniques that is expected to be able to help students overcome problems in writing poetry.

Imagination techniques are everything that the poet feels or experiences imaginatively in his work to provide a clear picture or visual image of the poet describing a thought to the reader, imagination techniques (imagine) are related to mental activities that involve the brain to think. Although it cannot be separated from brain activity, human imagination is more than just the work of the body's organs. Imagination activities also involve

the entire human person and human feelings and will. Imagining something means directing oneself to a certain object, actively realizing it and presenting it in the mind, and then gaining insight into the object.

Imagination involves processing information mentally, or more formally, the rearrangement or cognitive manipulation of both information from the environment and symbols stored in long-term memory. Referring to the ability to appreciate literature, the ability to imagine is necessary. With good imagination skills for students, it will make it easy for students to write literary works.

Based on the description above, the author is interested in conducting research with the title, Implementation of the Use of Imagination Learning Techniques in an Effort to Improve Poetry Writing Competence in Class X Students of Sma Negeri 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 Academic Year”.

II. METHODS

Classroom Action Research (CAR) design, according to Kemmis et al Arikunto (2006:16) states that, in general, there are four stages that are passed through in carrying out Classroom Action Research (CAR): planning, implementation, observation, and reflection (Arikunto, Suharsimi, 2006). The design for each stage is as follows.

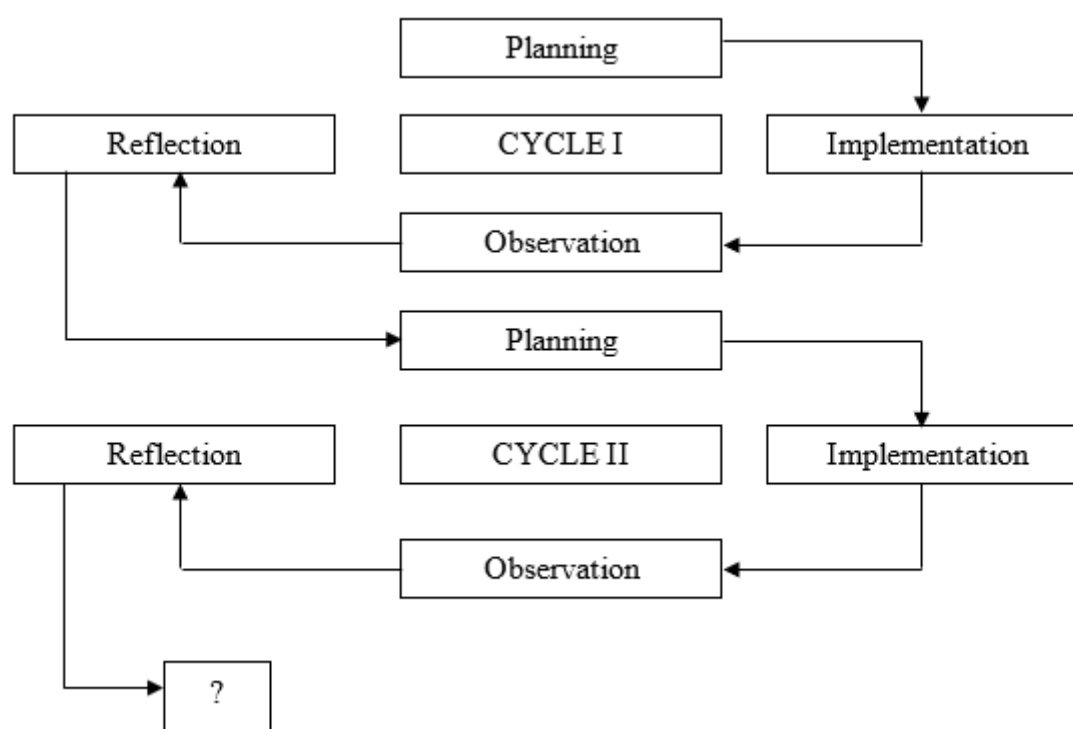


Figure 1. Research Design

The research procedure included the implementation of Classroom Action Research (CAR) in the form of planning, implementing actions, observation, and reflection in each cycle to identify problems that occur in the classroom. Continued with the implementation of the research for two cycles consisting of several stages

Subject

The subjects of this study were all class students.X State Senior High School 1 Padang Bolak July academic year 2024-2025, with a total of 35 students. The object of this research is the results of the poetry writing ability test of class students X State Senior High School 1 Padang Bolak July academic year 2024-2025.

Data Collection

The techniques for collecting student data in this classroom action research are to determine students poetry-writing ability and to collect learning outcome data. The tests were conducted at the end of each cycle. When compiling the test, it is adjusted to the final objective or indicator that has been formulated. The test will be administered after the action is carried out, namely, learning using the Imagination Technique.

Observations were made to measure the level of student activity in the teaching and learning processes. Observations were made during the learning process in the classroom and direct observation of all activities and changes that occur when the action is carried out. In this case, observations were made with the students.

Observations were made by fellow researchers to observe student activities during the teaching and learning process.

Data Analysis

After all the data were collected, data analysis was carried out with the aim of determining the student's completion score in learning. It can be seen that students who have not completed their studies and those who have completed their studies individually. Furthermore, determining whether the completion of students' learning in a classical way can be achieved can be seen from the percentage of students who have completed their studies. Based on the learning completion criteria, if it is seen that 85% of students have achieved a learning outcome assessment percentage of > 65%, then classical learning completion has been achieved.

III. RESULTS AND DISCUSSION

A. Cycle I

This research was conducted on students classX SMA Negeri 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic year on poetry writing material consisting of three cycles. This research was carried out in collaboration with observers (class X Indonesian language teachers) who assisted during the research. Implementation of action I by conducting learning according to the scenario that has been prepared, where the researcher acts as a teacher. The researcher carried out the learning as prepared in the RPP.

This observation of student activities was conducted at each meeting. The scores and percentages of each student activity indicator were obtained from the two meetings conducted in cycle I, as presented in the following table:

Table 1. Student Activity Observation in Cycle I

No	Student Activity Aspects	Number of Students Active at the 2nd Meeting		Number of students
		1	2	
1	Students construct their own knowledge through active involvement in the learning process.	12	14	26
2	Asking about the material being studied	10	13	23
3	Students use critical thinking skills on the material being studied.	7	9	16
4	Students are active in carrying out imagination	11	14	25
5	Students are active in sharing their imagination with other friends.	5	9	14
6	Students are actively involved in recalling the imagination that has been carried out	9	15	24
7	Students can write poetry well	14	17	31
Number of Students Active				159
Ideal Number of Activities				280
Percentage of Student Activities in Cycle I				56.78%

Based on the table above, it appears that the percentage of student activity in the first cycle was 56.78% or around 22 out of 40 students carried out the activity, which is the average of student activity scores obtained from two meetings that took place in cycle I.

Based on the table above, it can be seen that the average number of students who carried out activities in cycle I was 56.78% (22 students). When compared with the criteria for the level of success of the action, the average is sufficient.

A test was conducted at the end of cycle I to determine students' poetry-writing ability using imagination techniques. This test was conducted for 30 min during the previous hour. During the implementation of the cycle I test, 40 students of class X of SMA Negeri 1 Padang Bolak Julu, North Padang Lawas Regency, attended the 2024-2025 academic year, and no students were absent.

The total score obtained by students as a whole was 2560 with an average of 64, and the highest score was 86.67, while the lowest score was 40. Students' poetry writing ability in cycle I and the completion of classical learning can be seen in the table below.

Table 2. Student Classical Completeness in Cycle I

Mark	Number of Students	Percentage Score
≥ 65	19	47.5%
< 65	21	52.5%

Based on the table above, it is known that learning completion reached 47.5%; that is, there were 19 students who had achieved a score of more than 65, while those who had not achieved a score of 65 were 21 students (52.5%). The average learning outcomes I and student learning completeness are still low, so it can be concluded that students' poetry-writing ability in cycle I is still low and has not reached the expected criteria. Judging from the students' answer sheets on the results of the cycle I learning test, it seems that students find it difficult to write poetry where they are required to imagine that they have not done before. This may be due to the lack of participation of these students when performing the imagination technique, which makes it difficult for them to write poetry in cycle I.

At the beginning of the implementation of cycle I, the class conditions were not conducive to learning because of the habit of students talking, even though the teacher was already in class. Generally, students do not understand how to learn well. After the teacher gave directions, the class conditions began to prepare for learning. The teacher then explained how the learning method would be carried out, socialized the tasks and activities carried out by students through imagination techniques, and then the lesson began using imagination techniques.

Learning using this imagination technique is not as easy as imagining. In addition to requiring a long time and good thinking power, researchers are also exhausted from controlling students' imagination. When using the imagination technique, researchers are very exhausted in organizing the class because students compete to ask how to do good imagination, thus provoking a commotion in the class. This is realized by the researcher's teacher because of the lack of ability to control the class. This also makes learning unconducive. Researchers realize that there are many shortcomings, such as not being fully able to provide reinforcement to students, control the class, and understand student characteristics.

B. Cycle II

After re-planning the action that will be implemented in Cycle II, the next step is to apply it to the learning process in the classroom. After implementing learning actions in cycle II, including considering reflections and decisions in cycle I and implementation of observations and tests, the results of student activities and student abilities are obtained in sequence.

This observation of student activities was conducted at each meeting. The scores and percentages of each student activity indicator were obtained from the two meetings conducted in cycle II, as presented in the following table:

Table 3. Student Activity Observation in Cycle II

No	Student Activity Aspects	Number of Students Active at the 2nd Meeting		Number of students
		1	2	
1	Students construct their own knowledge through active involvement in the learning process.	14	20	34
2	Asking about the material being studied	16	20	36
3	Students use critical thinking skills on the material being studied.	10	15	25
4	Students are active in carrying out imagination	16	19	35
5	Students are active in sharing their imagination with other friends.	7	11	18
6	Students are actively involved in recalling the imagination that has been carried out	13	16	29
7	Students can write poetry well	16	19	35
Number of Students Active				212
Ideal Number of Activities				210
Percentage of Student Activities in Cycle I				75.71%

Based on the table above, it appears that the percentage of student activity in cycle II was 75.71% or around 30 out of 40 students carried out activity which is the average of student activity scores obtained from two meetings that took place in cycle II.

Based on the table above, it can be seen that the average number of students who carried out activities in cycle II was 75.71% (approximately 30 students), respectively. When compared with the criteria for the level of success of the action, the average was in good agreement.

A test was given at the end of cycle II to determine students' poetry-writing ability using imagination techniques. This test was conducted for 30 min during the previous hour. During the implementation of the cycle I test, 40 students of class X of SMA Negeri 1 Padang Bolak Julu, North Padang Lawas Regency, attended the 2024-2025 academic year, and no students were absent.

The total score obtained by students as a whole was 2900 with an average of 72.5, when compared to the total score of students in cycle I, in cycle II, there was an increase. Similarly, the highest score was 93.33, while the lowest score was 46.67, when compared to the previous results in cycle I. In cycle II, there was also an increase. Students' poetry-writing ability in Cycle II and classical learning completion can be seen in the table below:

Table 4. Student Classical Completeness in Cycle II

Mark	Number of Students	Percentage Score
≥ 65	30	75%
< 65	10	25%

When viewed from the results of students' poetrywriting skills in cycle II, the number of students was 40, with a score of 2900, so the average was 72.5. Meanwhile, student learning completion reached 75%, namely 30 people who had achieved a score of equal to or more than 65, and 10 students who had not completed it, with a score percentage of 25%.

In Cycle II, the lowest score obtained by the students was 46.67. This may be because students consider writing poetry trivial and other limitations that make them feel that the scores they will get later do not affect their scores.

In this cycle, the condition of the students in the class is conducive to learning, so the teacher/researcher has helped in carrying out the learning. Many students began to respond when they asked them to imagine. Then, they are willing to express what they do not know, although what they say may not be entirely correct, but the teacher researcher always tries to help students direct their answers in the correct direction. From these results, it can be seen that the teacher always guides students during the teaching and learning processes to direct them to open their thinking paradigms.

In Cycle II, the average number of students who carried out the activity was 75.71 (approximately 30 students). This can be observed in every aspect of the observed activity. Likewise, to see the level of success of learning by using imagination techniques in improving students' poetry-writing skills can be seen from the score answers in cycle II, the students' answer scores have increased because 75% of students have been active in following the teaching and learning process using imagination techniques.

When viewed from the student learning outcome test for cycle II, the number of students was 40, with a score of 2900, so the average was 72.5. Meanwhile, student learning completion reached 75%, namely 30 students who had achieved a score of equal to or more than 65, and 10 students who had not completed it, with a score percentage of 25%.

In the implementation of Cycle II actions, difficulties were also found in its implications, including that student activities were still dominated by only a few people. As a result, the researcher is becoming increasingly busy correcting 40 students in one meeting.

C. Cycle III

After re-planning the action that will be implemented in Cycle II, the next step is to apply it to the learning process in the classroom. After implementing learning actions in cycle III, including considering reflections in cycle II, observations and tests were carried out.

This observation of student activities was conducted at each meeting. The scores and percentages of each student activity indicator were obtained from the meetings conducted in cycle III, as presented in the following table:

Table 5. Student Activity Observation in Cycle III

No	Student Activity Aspects	Number of Students Active at the 2nd Meeting		Number of students
		1	2	
1	Students construct their own knowledge through active involvement in the learning process.	18	20	38
2	Asking about the material being studied	17	19	36
3	Students use critical thinking skills on the material being studied.	15	23	38
4	Students are active in carrying out imagination	16	20	36
5	Students are active in sharing their imagination with other friends.	10	13	23
6	Students are actively involved in recalling the imagination that has been carried out	15	22	37
7	Students can write poetry well	17	21	38
Number of Students Active				246
Ideal Number of Activities				210
Percentage of Student Activities in Cycle III				87.85%

Based on the table above, it appears that the percentage of student activities in cycle III was 87.85%, or around 35 students who carried out activities. of 40 students. This is the average of the student activity scores obtained from two meetings that took place in cycle III.

Based on the table above, it can be seen that the average number of students who carried out activities in cycle III was 87.85% (approximately 35 students). When compared with the criteria for the level of success of the action, the average was in good agreement.

A test was conducted at the end of cycle III to determine student' poetry-writing ability using imagination techniques. This test was conducted for 30 min during the previous hour. During the implementation of the cycle I test, 40 students of class X of SMA Negeri 1 Padang Bolak Julu, North Padang Lawas Regency, attended the 2024-2025 academic year, and no students were absent.

The total score obtained by students as a whole was 3326.66 with an average of 83.6, when compared to the total score of students in cycle II, in cycle III, there was an increase. Similarly, the highest score is 100.00, while the lowest score is 60.00, when compared to the previous results in cycle II, in cycle III, there is also an increase. Students' poetry-writing ability in cycle III and classical learning completeness can be seen in the table below:

Table 6. Student Classical Completeness in Cycle III

Mark	Number of Students	Percentage Score
≥ 65	35	87.5%
< 65	5	12.5%

Based on the table above, it can be concluded that the number of students who completed Cycle III was 35 or 87.5%. The average score of the students in cycle III was 83.16. In cycle III, the score of students' completed poetry writing ability increased to 35 students. This shows that more than 87% of students were active and involved in the learning process. This is also followed by the score of students' poetry-writing ability for cycle III, the total number of students' scores was 3326.66, so that the average score was 83.16. Meanwhile, the students' learning completion reached 87.5%, and 35 students achieved a score of more than 65. Both the average value of students' learning outcomes and their learning completion in cycle III achieved the expected results according to the specified criteria.

In this third cycle, students are accustomed to using imagination techniques, but there are some students who do not care and are not actively involved in the learning process using imagination techniques, so there are some students who do not complete this research. Student activity has increased significantly, they are very responsive to the actions taken by the teacher. When the teacher explains the imagined technique, they are very quick to respond spontaneously. Students are no longer hesitant to ask for explanations from the teacher if they do not understand them.

D. Discussion

Through contextual learning, p occur, and the increase in students' learning motivation in reading comprehension text material in class X of SMA Negeri 1 Padang Bolak Julu, North Padang Lawas Regency

in the 2024-2025 academic year is seen based on the poetry writing ability test consisting of three tests, namely learning outcome tests I, II, and III. The results of poetry writing ability and the percentage of student learning completion can be seen in the following table and graph:

Table 7. Result of Students Writing Ability & Learning Completeness from Cycle I - III

Information	Cycle I	Cycle II	Cycle III
Average	64	72.5	83.16
Completeness	47.5%	75%	87.5%

From the table above, the increase in students' poetry-writing ability and learning completeness from cycle I to cycle III can be explained through the average of students' poetry-writing ability, namely learning outcome tests I, II, and III. From cycle I to cycle II, students' poetry-writing ability increased from 64 to 72.5, up by 8.5, and from cycle II to cycle III it increased from 72.5 to 83.16, up again by 10.66. Logically, from cycles I to III, it increased by 19.6.

Likewise, with the students' learning completeness in cycle I, students who completed learning were 47.5%, when compared to the learning completeness criteria, it was in the less criteria. Subsequently, it increased to 72.5% in Cycle II. In cycle III, learning completeness had reached 87.5%, when compared to the learning completeness criteria, it was in the good criteria. This condition was the focus of this study.

The increase in student activity in the material of writing poetry through imagination techniques in class X of SMA Negeri 1 Padang Bolak Julu, North Padang Lawas Regency in the 2024-2025 academic year is seen based on the results of observations. In cycle 1, the percentage of students who carried out activities was 56.78% (equivalent to 22 people) when compared to the criteria for the level of success of the action, it turns out that the average number of students who carried out activities was in the sufficient criteria. In cycle II it increased to 75.71% (equivalent to 30 people), when compared to the criteria for the level of success of the action, the average number of students who carried out activities was in the sufficient criteria, while in cycle III, the average score of student activity increased to 87.85% (equivalent to 32 people) which when compared to the criteria for the level of success of the action, it turns out that the average number of students who carried out activities was 87.85% in the good criteria. The results of the observations of student activities based on the indicators of aspects of student activity can be seen in the following table:

Table 8. Observation of Student Activity

No	Student Activity Indicators	Cycle I		Cycle II		Cycle III	
		1	2	1	2	1	2
1	Students construct their own knowledge through active involvement in the learning process.	12	14	14	20	18	20
2	Asking about the material being studied	10	13	16	20	17	19
3	Students use critical thinking skills on the material being studied.	7	9	10	15	15	23
4	Students are active in carrying out imagination	11	14	16	19	16	20
5	Students are active in sharing their imagination with other friends.	5	9	7	11	10	13
6	Students are actively involved in recalling the imagination that has been carried out	9	15	13	16	15	22
7	Students can write poetry well	14	17	16	19	17	21

From the table above, it can be seen that there was an increase in student activity for each indicator. In the first indicator, there was an increase of 14 people in the second meeting in cycle I. In Cycle II, the second meeting increased to 20. For other student activity indicators, the increase continued to occur at each meeting.

In general, student activities continued to increase at the end of each cycle. The percentage of student activity in each cycle can be seen in the table below.

Table 9. Result of Students Activity from Cycle I - III

Information	Cycle I	Cycle II	Cycle III
Student activities	159	212	246
Ideal	280	280	280
Percentage	56.78%	75.71%	87.85%

From the table above, the increase in student activity towards Indonesian language lessons can be seen, especially in the material of writing poetry. The details of the table above illustrate the seriousness of the teacher in managing learning, with an increase in student activity from low in Cycle I to high in Cycle III.

Based on the state of student activity that actually increased from cycle I to cycle III, it can be concluded that student activity in presenting poetry writing material through imagination techniques in class X State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic year 2014-2015 Learning can be improved. This shows the success of teachers who influence student activities in using imagination techniques in poetry writing materials.

IV. CONCLUSIONS

From the results of research and discussions that have been carried out on From the previous chapter, The results of the poetry writing ability of class X students of SMA Negeri 1 Padang Bolak Julu, North Padang Lawas Regency in the 2024-2025 academic year using the imagination technique increased from cycle I to cycle III, through the average of students' poetry writing ability, namely learning outcome tests I, II and III. From cycle I to cycle II, students' poetry-writing ability increased from 64 to 72.5, up by 8.5, and from cycle II to cycle III it increased from 72.5 to 83.16, up again by 10.66. Logically, from cycles I to III, it increased by 19.6. Likewise, the completeness of student learning in cycle I, students who completed learning was 47.5%, when compared to the criteria for the level of learning completeness were in the less criteria. Subsequently, it increased to 72.5% in Cycle II. In cycle III, learning completeness had reached 87.5%, when compared to the criteria for the level of learning completeness were in the good criteria. The process of applying imagination techniques in improving the ability to write poetry by class students X State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic year going well, which can be seen from the results of observations of student activities in cycle 1, the percentage of students who carried out activities was 56.78% (equivalent to 22 people) when compared to the criteria for the level of success of the action, it turns out that the average of students who carried out the activity was in the sufficient criteria. In cycle II, it increased to 75.71% (equivalent to 30 people). When compared to the criteria for the level of success of the action, the average of students who carried out the activity was in the sufficient criteria, while in cycle III, the average score of student activities increased to 87.85% (equivalent to 32 people). When compared to the criteria for the level of success of the action, it turns out that the average of students who carried out the activity of 87.85% was in the good criteria.

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