



DEVELOPING WRITING SKILLS THROUGH DREAM-THEMED POETRY: AN INTEGRATIVE TEST APPROACH FOR 10TH-GRADE SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Literature education at the senior high school level, particularly in poetry writing, requires students to select diction that is both aesthetically pleasing and meaningful. This study aims to describe the process of teaching poetry writing on the theme of ‘dreams’ using the Integrative Test approach. The research employs a descriptive qualitative method, with the primary data consisting of authentic poems written by 10th-grade students. The instructional process guides students to explore vocabulary through a language corpus before composing their poems. The analysis reveals that students were able to metaphorically express the concept of “dreams” using various diction choices that reflect beauty, light, grandeur, and the value of perseverance. These lexical selections indicate a depth of understanding fostered by meaningful, data-driven learning experiences. The findings suggest that integrating the Integrative Test approach with corpus-based learning resources can enhance the quality of students’ literary expression. **Keywords:** poetry writing, diction, integrative test, dreams.

INTRODUCTION

Literature is an essential component of Indonesian language education. In the senior high school level, specifically in Grade X, the Merdeka Curriculum introduces literature through two main sections, *hikayat* and poetry. In the poetry section, students are required to understand poetry structurally and to produce poems with appropriate structure and diction, while considering the aesthetic values within them. Students are expected to develop skills in writing poetry on a specific theme.

Although students are expected to write beautiful poems, the reality in the classroom is not as simple. Essentially, the teaching and learning process must foster students' sensitivity to both cognitive and affective values, which can be observed in how students write, particularly in free verse poetry (Handiwiguna, 2018). This is because when students write something imaginative, it encourages them to use their creativity, drawing on everyday issues that reflect how they think and behave, especially when expressing these through their diction choices. Language and literature play a crucial role in improving literacy. Through language and literature education, especially in understanding how diction choices contribute to creating a literary work, they serve as a key avenue for instilling moral values such as honesty, precision, sacrifice, politeness, and democracy (Anwar, et al., 2023).

In Indonesian language education at schools, literature is a key subject that must be studied, as it is crucial for students' lives, serving as a source of values and inspiration for their personal development. Through literature education in the Indonesian language, students are expected to cultivate social, cultural, religious, moral, and ethical values. In this context, literature plays a vital role in the development of young people's character, which will ultimately shape the future of the nation (Sugiyanti & Anwar, 2023).

Therefore, it is particularly interesting to further explore how students write poetry, especially at the senior high school level, where they are expected to think more critically and select diction that reflects their knowledge and personal experiences.

However, in the process of teaching poetry writing, a teacher must be able to select the appropriate teaching approach for the students. Sinabariba (2017) states that when choosing a teaching model, a teacher must consider three factors: the students' readiness, the teaching materials, and the learning resources used to support the success of the students' learning. Therefore, in order to support these three aspects, the researcher seeks to identify which models and learning resources are suitable to assist students in selecting diction when writing poetry.

Poetry writing skills have previously been taught using the Project-Based Learning (PjBL) model with Grade V elementary school students through Classroom Action Research (CAR) conducted over three cycles. The results of this study concluded that the implementation of the PjBL model could enhance students' poetry writing abilities. Furthermore, it was observed that students faced difficulties in finding inspiration to develop sentences into written poetry. One of the contributing factors was the limited vocabulary possessed by the students (Marlani & Prawiyogi, 2019).

Another study on enhancing poetry writing skills was conducted using the Picture and Picture method and imagination suggestion model with Grade VIII junior high school students. This model was chosen to improve writing skills, which do not emerge automatically but require stimulation through frequent and regular practice. Therefore, writing activities are needed to provide stimuli that can expand students' perspectives in selecting their diction (Puspasari & Setyaningsih, 2020).

In literature education in the classroom, the approach implemented by the teacher must be able to provide space for students to explore various aspects of learning more deeply, particularly in selecting the right diction. Additionally, literature teaching should integrate both the cognitive and affective aspects of students, which are reflected in how they choose words and express meaning through poetry. One approach that can be used to develop poetry writing skills is the Integrative Test Approach. This approach combines various forms of assessment that not only measure the final outcome but also the students' learning process. By using this approach, poetry writing instruction can assess not only the technical skills in choosing diction and composing poems but also conceptual understanding, creativity, and the application of aesthetic values that align with the given theme. This approach provides a more holistic view of students' writing abilities, including the exploration of meaning and expression through word choices derived from various learning resources, such as language corpus analysis and students' personal experiences (He, et al., 2013).

Previous studies have shown that the use of Task-Based Language Teaching (TBLT) can enhance poetry writing skills; however, this approach tends to focus on the application of real-world tasks without considering the deeper connection between knowledge and skills. Additionally, the use of language corpora has proven beneficial in helping students identify linguistic patterns and improve the quality of their writing (Purwaramdhona, 2025). However, this approach is not comprehensive as it fails to accommodate the integrative evaluation of students' skills and the creative process in writing.

Through the Integrative Test Approach, this study aims to develop poetry writing skills in Grade X senior high school students by utilizing various types of assessments that encompass technical writing skills, thematic understanding, and creativity in diction



selection. This approach combines both direct and indirect assessments, including writing skills tests, literary work analysis, and the use of language corpora as tools to help students explore appropriate word choices in the context of poetry. This study will examine how the Integrative Test Approach can enhance the quality of poems written by students and provide new insights into how they develop writing skills through a more measured and comprehensive approach.

METHOD

The method used in this study is descriptive qualitative research. This method was chosen because the researcher will focus on the diction choices in the poetry written by Grade X students. The researcher follows qualitative research steps, including data source selection, data collection, data interpretation, data analysis, and drawing conclusions from the data. Descriptive analysis is employed because the researcher will focus on an in-depth study of the words, phrases, and sentences found in the poems that contain metaphorical meanings (Nurkhazannah & Nur, 2022).

The focus of this study is on how students select the appropriate diction to create deep meaning, as well as how they integrate aesthetic and socio-cultural values in their poetry. In the Integrative Test Approach, the assessment is conducted in a holistic and measurable manner by combining several forms of assessment as follows.

- 1) Knowledge Assessment, which measures students' understanding of poetry theory, poetry structure, and the aesthetic values embedded in poetry.
- 2) Practical Skills Assessment, which measures students' ability to select diction and compose poetry using various appropriate writing techniques.
- 3) Creative Application Assessment, which measures the extent to which students can express personal meaning and social context in their poetry, assessed through the analysis of word choices derived from the language corpus and students' personal experiences.

The assignment process follows steps based on the Integrative Test Approach with staged assessments as follows.

- 1) Pre-task: In this phase, students are provided with an understanding of poetry theory and guided to analyze diction choices they can use in their poems through poetry examples and language corpus analysis.
- 2) While-task: Students write poems with a focus on selecting the appropriate diction that aligns with the theme "Dreams and Hopes." During this phase, students are also given direct feedback on their diction usage and creativity.
- 3) Post-task: After writing the poems, students reflect on the diction choices they used and discuss how these choices reflect the meaning and values they intended to convey.

The data collected in this study consists of lines of poetry containing the word "dream" and other diction used alongside it, which will be analyzed to understand how students connect the word "dream" to deeper meanings in their poetry. In this analysis, the researcher will use language corpus analysis to identify patterns in diction usage in the students' poetry and evaluate whether the selected diction reflects metaphorical meanings and aesthetic values consistent with the theme.

RESULTS AND DISCUSSION

Learning Process

The eclectic approach used in the classroom involves three assignment procedures: pre-task, while-task, and post-task. This approach combines various methods such as discussions, project-based learning, and lexical approaches.

In the pre-task phase, the teacher introduces the topic and task to the students, which is to write a poem based on the theme "dream." The teacher also introduces the students to how to operate the features of the SEAlang Indonesian Corpus website to search for vocabulary with meanings similar to the word "dream." In the while-task phase, the teacher explains the criteria required for writing poetry, then students are asked to begin selecting diction based on the search results from the corpus, and subsequently write the entire poem. In the post-task phase, the teacher analyzes the students' poetry and provides feedback regarding the diction choices made. Through these three phases, it becomes evident that in the poetry writing process, students' diction choices reflect the knowledge, experience, and understanding gained from their corpus search.

Linguistic Analysis of Diction Choices

Below are some sample data and analysis of students' poetry, which are based on their exploration of corpus resources to enhance their poems. The analysis demonstrates that there is a strong connection between the word "dream" and the diction choices used alongside it, reflecting the close relationship of meanings within the poetry.

1) Poem Title: A Time to Come

"Dreams bloom like flowers in spring."

In this example, the word "dream" and "flowers blooming in spring" refer to a concept that involves a concrete image associated with beauty. Flowers in spring are bright and diverse, all blooming at once. This diction was chosen because it shares a similar meaning to "dream," which can also brighten a person's life through a variety of achievements and the ambition to realize them, much like how the energy and enthusiasm rise as flowers bloom.

2) Poem Title: Dreams Comes True

"My dream is the rainbow after the rain, its colors bright, erasing sadness."

In this example, "dream" is paired with several elements. First, "dream" and "rainbow." This diction suggests that a dream is like something beautiful, colorful, and uplifting, evoking feelings of joy. Second, "dream" and "bright colors." This choice of words implies that a dream, like bright colors, symbolizes beauty and happiness, as brightness often represents joy and clarity. Third, "dream" and "erasing sadness." This diction further emphasizes that a dream is not a form of sadness but rather complete happiness that people can possess.

3) Poem Title: Dreams and Hopes

"A dream is not just a sheet of paper."

In this example, "dream" is paired with "not just a sheet of paper." This diction choice conveys that a dream is not something that is merely written down and hoped for, but something that must be achieved and realized through action, reflecting the progress toward the fulfillment of the desired dream.

4) Poem Title: A Light in the Midst of Dreams

"A dream is a lamp."

In this example, "dream" is paired with "lamp." This diction choice suggests



that a dream, like a lamp, has the power to illuminate a person's life or provide guidance on the right path to follow.

5) Poem Title: A Time to Come

"The grandeur of the Himalayas can be climbed, let alone the dreams we dream."

In this example, "dream" is paired with "the Himalayas." This diction choice suggests that dreams can be depicted as something grand or enormous. The Himalayas are one of the highest mountains in the world. By comparing a dream to the highest mountain in the world, it emphasizes that dreams are not trivial or small, but rather something that requires great effort to achieve.

From the five data samples, it can be concluded that the word "dream" is metaphorically represented as something beautiful, bright, grand, and something that must be achieved by any means, as it is highly valuable and remarkable.

CONCLUSION

Based on the research findings, it can be concluded that in poetry writing instruction, the application of the Integrative Test Approach provides a deeper understanding of students' writing skills in a comprehensive manner. This approach integrates various forms of assessment, including aspects of knowledge, skills, and creativity in poetry writing. In this study, students were not only assessed based on the final outcome of their poems but also through the exploration process they undertook when selecting diction using digital corpus analysis. This provides a more holistic view of how students use their knowledge and creativity to express meaning in their poetry.

Through the application of the pre-task, while-task, and post-task phases, students not only understand how to write poetry but also refine their understanding of meaning and symbolism in the words they choose. The analysis of the poems produced by students shows that the word "dream" is metaphorically represented through various diction choices that convey meanings of beauty, grandeur, brightness, and the need to be achieved. These choices reflect a deeper learning process in selecting and applying diction that aligns with the given theme.

Thus, the application of the Integrative Test Approach in poetry writing instruction not only measures the final written product but also provides a more comprehensive insight into the students' creative processes. This approach allows for the integrated and measurable assessment of students' technical skills, creativity, and conceptual understanding. The results of this study support the importance of using an approach that combines various types of assessment, which not only measures outcomes but also the learning process, resulting in more meaningful and expressive literary works.

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