
| RESEARCH ARTICLE

Narrative Poetry Writing Skills Through Fantasy Imagination Strategies: Efforts To Improve Students' Creative Ideas

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| ABSTRACT

This study aims to describe the ability of elementary school students to develop ideas and imagination in writing narrative poetry. The background of this research is the low ability of students to develop ideas and imagination in writing poetry. Therefore, this study applies a fantasy imagination strategy to stimulate and improve students' ability to develop their ideas and imagination to produce more creative and expressive narrative poetry. The research method used is the case study method. Case data was obtained by conducting open interviews with several Indonesian teachers, and classroom observations. In addition, additional data studied is students' creative poetry in the form of narrative poetry resulting from implementing the fantasy imagination strategy model. The participants in this study are fifth-grade elementary school students in Indonesia. The implementation of this fantasy imagination strategy model is carried out by utilizing images and concrete objects. Students are invited to see, hear, touch, and feel directly with the object. The process of fantasy imagination is carried out by students when students interact with concrete objects they observe. Students explore their fantasy ideas and imaginations as a creative thought process. The results of this study show that every activity of writing narrative poetry through fantasy imagination strategies is effective in improving students' abilities. The activities carried out showed significant development in the aspects of developing ideas, vocabulary, and students' creativity in writing narrative poetry.

| KEYWORDS

Keywords: Writing Ability, Narrative Poetry, Fantasy Imagination Strategy, Creative Ideas

| ARTICLE INFORMATION

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1. Introduction

Poetry learning is an integral part of the Indonesian curriculum in elementary schools, especially to develop language skills that include listening, speaking, reading, and writing skills. One of the genres taught is narrative poetry, which not only develops language skills but also sharpens students' creativity and imagination. However, in reality, many students face difficulties in writing poetry, especially in developing the ideas and imagination necessary to compose interesting and meaningful poems (Chuang, H., Hsieh, M.-H., Cheng, Y.-Y., & Wang, 2019).

The problem in this study is that the low ability of students to develop ideas and imagination can be caused by the limited understanding of students in exploring creative ideas and the lack of effective learning strategies. Fantasy imagination strategies are seen as one of the approaches that can encourage students to be more free in their imagination so that they can develop stories and characters that come alive in their poems. This strategy utilizes image media and concrete objects to stimulate students' thinking to be more creative and innovative in writing.

This research aims to improve students' ability to develop students' creative ideas in writing narrative poetry using fantasy imagination strategies. The specific purpose of this study is to describe the ability of students to develop ideas, use vocabulary, and the level of creativity of the resulting poems. It is hoped that this strategy will not only enrich the student learning experience but also provide new insights for teachers in developing innovative and effective learning models.

The novelty in this study is first a fantasy imagination strategy that directly involves experience or sensory. This strategy uses the media of images or concrete objects to stimulate students' imagination by involving the five senses such as seeing, hearing, touching, and feeling directly with the object, to improve students' ability to explore creative ideas and build imaginative and explicit narratives. Second, the development of creativity through sensory interaction provides a different and immersive learning experience for students in interacting as a bridge to bring students' imagination from the real world to the fantasy world.

2. Literature Review

2.1 Writing Ability

In the teaching and learning process, there are four language skills, namely listening, speaking, reading, and writing (Mufid & Doyin, 2017), but in the Independent Curriculum, the term literacy is used with literacy elements of listening, reading, and watching, writing, speaking and presentation. All of these elements are interrelated. One of the Indonesian learning achievements in grade V of elementary school students is to be able to write poetry texts in beautiful language and by structure.

Writing is a very effective tool to help students increase their productivity and creativity (Amir, 2022). By writing regularly, students not only learn to think more systematically, but also develop the ability to think creatively and innovatively, which is very useful in various aspects of life, both inside and outside the academic environment (Cannell et al., 2023). Writing as a form of self-expression can be developed through imagination (Hameed & Al-Bakri, 2022).

Writing ability is the skill to express ideas, information, or emotions in writing in clear, structured, and effective language (Yang & Chen, 2023). These skills include mastery of grammar, proper word selection, and the ability to compose sentences and paragraphs that are coherent and easy for readers to understand (Zahra et al., 2023). Similarly, in writing poetry, language mastery skills and the right choice of words are needed so that the language of the poem used feels different and symbolic. Purwanto emphasized that writing poetry is a creative process to compose dense and meaningful words in a beautiful form and to convey feelings, thoughts, or experiences in depth. (Purwanto et al., 2022).

In writing poetry, students can pour out their ideas or imagination in depth, which is manifested in the form of writing (Gusman et al., 2021). Ideas or imagination are very important in writing poetry because ideas are the essence of the expression that is intended to be conveyed. The process of pouring out students' ideas and imagination in expressing their thoughts, feelings, and experiences in depth in writing poetry (Hj. Yusida Gloriani & Cece Hudaya, 2020).

Writing poetry is a unique and profound form of artistic expression, where a writer can pour out personal feelings, thoughts, and experiences through carefully selected words (Nedia Efina Wandefit et al., 2023).

With this in mind, writing poetry often requires depth, imagination strategies, fantasy, the ability to develop ideas and imagination, and the imagination to string words beautifully. Especially writing narrative poetry requires good strategy, planning, imagination, skills, and knowledge. Without good strategy and planning, the results of writing will not be by the system, it can be seen through the results of writing produced (Chakrabarty et al., 2022). In writing, you need a strategy to make more interesting writings (Bai, 2018). With practical strategies that can be used by teachers, it can help students to be more organized in writing. This strategy is expected to help in the development of children's creativity skills in using language in writing (Zuhri Dj & Sukarnianti, 2015).

2.2 Narrative poetry

Poetry is a form of literary work that uses beautiful, dense, and meaningful language to express the poet's feelings, experiences, or thoughts (Smith, 2022). Poetry is an expression of the author's feelings expressed in the form of writing (Galef, D., & Jarvis, 2024). Poetry conveys ideas through beautiful, creative language and is bound by rhythm (Mascita et al., 2017). Narrative poetry is a type of poetry that contains a story or plot, providing space for children to engage in a wide world of fantasy and imagination, as well as introducing interesting storytelling experiences through poetic words (Acim, 2021).

According to Labov, the elements in narrative poetry include several important elements that form a complete and memorable story. First, there is plot & plot, which is a narrative poem that has events that bring the story forward from introduction to completion. The second characteristic, namely the introduction of the characters who play a role in the story, both the protagonist and the antagonist. The third setting and setting, namely the place and time provide the narrative context. The four themes are the main message or deep meaning conveyed by the story. The five deep emotions, which focus on the emotional experience that the reader feels, make the story more colorful (Labov, 2024)

2.3 Fantasy Imagination Strategy

Imagination strategy is a technique used to develop ideas or imagination in creative thinking (Baker, 2019). The process involves reasoning techniques by imagining something in writing that looks interesting. Imagination strategy is a means in the process of thinking based on the impression felt during the process of imagining something that becomes an idea for writing (Burns, 2024). By using fantasy imagination strategies, the realm of the mind is transported to different worlds. Forms of fantasy imagination can be done through reading fantasy storybooks, watching fantasy movies, and looking at artwork. It can immerse yourself in a fantastic world and experience adventures beyond dreams. According to research in the field of Educational Psychology, imagination plays an important role in the learning process and can increase students' ability to develop ideas toward

the material they learn (Finn et al., 2023) Imagination is the ability to imagine or create an image of something that has never been seen or experienced (Caughey, J., McLean, K., & Edwards, 2024). By imagining new things, students can develop new ideas, through imagination, students can imagine objects, pictures, or stories that have never happened before (Al-Anbaki & Alwan, 2022). Thus, this research is interrelated with fantasy imagination strategies because elementary school students tend to like unreal stories such as narrative poetry that allows them to imagine being in their world which is reinforced by previous research (Rili & Tale, 2021).

Table 1. Strategies for Writing Narrative Poems with Fantasy Imagination (Imagery Building)

It	Aspects	Purpose
1.	Introduction to the Concept of Narrative Poetry with Fantasy Imagination	Students understand what narrative, imagination, and fantasy poetry is in poetry including how sensory descriptions work in poetry learning activities
2.	Exercise in Identifying Narrative Poetry with Fantasy Imagination	Students can recognize narrative poetry, and fantasy imagination in text.
3.	Writing Sensory Descriptions Separately	Students begin to practice using sensory descriptions to build fantasy imaginations.
4.	Use of image media and concrete objects	Students enrich their imagination with the use of images and concrete objects displayed to come up with ideas for creating narrative poems.
5.	Creating Fantasy Imagination in Sentences or Verses	Students apply sensory descriptions in writing fantasy imaginary verses or sentences.
6.	Making Short Poems by telling fantasy imagination stories	Students compose short narrative poems that harness fantasy imagination
7.	Reading and Giving Feedback	Students can revise and improve the use of fantasy imagination in their poems based on feedback.
8.	Revisions and Refinements	Students revise poems based on feedback, reinforce fantasy imagination, and make poems more vibrant.

Source: (Graves, 1994; Nodelman, n.d.; Perrine, 1992)

2. 4 Creative Ideas

Creative ideas are ideas or thoughts that arise as a result of an innovative thought process create something new or describe a unique solution to a problem (Runco, M. A., & Jaeger, 2012). Creative ideas often arise from a combination of knowledge, experience, and imagination and focus on finding new ways to do so (Amabile, T. M., & Pillemer, 2012).

3. Methodology

This study uses a qualitative approach with a case study method. A case study is a type of qualitative research that focuses on investigating one or more real cases through in-depth data collection. The qualitative approach was chosen to gain an in-depth understanding of the process of developing students' ideas and imagination in writing poetry through imagery-building strategies or building fantasy imagination, this strategy focuses on imagination to describe something concrete by involving various senses including sight, smell, hearing, taste, and touch. Case studies are used to focus on a small group of purposively selected students, which allows researchers to explore the phenomenon in a more specific and detailed context. The design of this research uses an integrated design, which is the focus when students begin to develop their fantasy imagination ideas as a creative thinking process in writing narrative poetry.

The participants in this study were 5 fifth-grade elementary school students in Indonesia. The selection of data sources was carried out in accordance with the teacher's recommendations and the results of initial observations regarding their interests and participation related to writing narrative poetry.

The data collection technique was carried out using a written test, the main data was in the form of students' narrative poems that contained fantasy imagination. The test was conducted three times with different titles and processes, each test was conducted to measure students' ability to develop ideas and imagination through imagery-building strategies in writing narrative poems.

The research instruments used are observation sheets, interview guides, and written tests. The analysis of data obtained from observations, interviews, and documentation of student works was analyzed qualitatively using thematic analysis techniques. The data collection technique carried out by the researcher is by using open interviews, classroom observation, and student writing.

The criteria for assessing students' ability to write narrative poetry with fantasy imagination are based on three criteria, namely, the development of ideas, vocabulary, and creativity (Hyland, 2003; Nation, 2001; Richards, J & Schmidt, 2010). 1) Idea Development, developing the main idea of the poem clearly and understandably by the reader, 2) Vocabulary, the use of vocabulary must be by the context, and 3) creativity, which must present new ideas and originality. The following is a table describing the

score of the assessment score for poetry writing activities with fantasy imagination based on criteria, idea development, vocabulary, and creativity.

Table 2. Assessment Criteria

Score	Indicators		
	Idea Development	Vocabulary	Creativeness
3	The main idea carried out in the poem is clear and can be easily understood	The vocabulary is rich, diverse, and precise; Interesting language style.	The idea is very creative and original, with an exciting new approach.
2	The main idea carried out in the poem is quite clear and still poorly understood	The vocabulary is quite precise and varied, although there are some drawbacks.	There is creative and original effort, although it may be less in-depth.
1	The main idea is not clear and cannot be understood	The vocabulary is limited or out of context.	Ideas tend to be cliché or unoriginal.

Source: (Hyland, 2003; Nation, 2001; Richards, J & Schmidt, 2010)

4. Results and Discussion

Result

This research was conducted in elementary schools in Indonesia. The purpose of this study is to describe the ability of elementary school students to develop creative ideas when writing poetry with fantasy imagination strategies. This strategy is expected to help students stimulate their imagination and develop students' creative ideas in composing narrative poems. This study involves three main activities, which will be described in detail in the following table.

Table 3. Combined Poetry Writing Activities

Subject	Poetry Writing Activity Activity 1	Poetry Writing Activity Activity 2	Poetry Writing Activity Activity 3
1	<p>Student Poetry Writing : Title: Dear Mother</p> <p>Mrs. Trimakasih has given birth to me And to my dear mother, thank you For my beloved mother, always healthy, ma'am. For my mother, I love her Trimakasi has taken care of me until I grow up For my mother, I am very proud to have a mother</p>	<p>Student Poetry Writing: Title: Little Fish and Mermaid</p> <p>Deep Ocean Small fish It looks beautiful you swim Sparkling gold fins Beautiful little eyes Oh fish, why are you so small? Behind the sea plants There is a beautiful mermaid His eyes are as blue as diamonds Beautiful green fins It's beautiful The fish are also fascinated by their beauty</p>	<p>Students' narrative poetry writing: Title: Becoming a Fairy</p> <p>Tingkerbell oh tingkerbel Your body is very small Tingkerbel oh tingerbel Your hair is bright yellow Tingkerbell oh tingkerbel Your eyes are bright blue Tingkerbell oh tingkerbel You have beautiful wings.</p>
2	<p>Student Poetry Writing: Title: My Dear Cat</p> <p>My cat whom I love and take care of with all my heart I take care of it and I love it Oh my dear cat, poor you The cat that night you were alone there And nothing will guard you, and after the morning night comes.</p>	<p>Student Poetry Writing: Title: Surrounding the vastness of the ocean</p> <p>In the deep ocean, there are very beautiful coral reefs There is a very cute fish He always goes around the ocean She loves to play with her friends His name is Nemo Fish and His named Dori</p>	<p>Student Poetry Writing: Title: The Hero</p> <p>In a city that never sleeps, under the streetlights Live a hero, without a name, without a sign Behind the shadow of tall buildings, it flies through the silent night. No one knew he was coming</p>

	<p>And your voice is so beautiful and adorable And with your beautiful color makes me like you even more Thank you for accompanying me from childhood to now.</p>	<p>They always surround the vast ocean He is always together</p>	<p>Like a noisy wind, it was always calm with the power of a distant star He longs for the city, without feeling bored</p>
3	<p>Student Poetry Writing: Title: My Mother Who I Love</p> <p>Oh my dear Mom I love you so much You never get tired of raising me You're always patient when I make mistakes Thank you Mom for taking care of me until I grew up Thank you Mother is a wingless angel who always loves me Without my mother, I would not be biased to achieve my goals Mom is the star of my heart I love my mother with all my soul thank you</p>	<p>Student Poetry Writing: Title: Nemo Fish and Dori</p> <p>In a very beautiful ocean A Nemo and Dori fish is swimming in a very beautiful ocean and many small fish swimming in the beautiful sea, Nemo fish are very cute, and their colors are so beautiful and their eyes are beautiful. Dori fish is a fish that is dark in color and blue in color and has a yellow tail.</p>	<p>Student Poetry Writing: Title: Fairy Nature</p> <p>Oh beautiful nature I admire you The beauty of the leaves of the tree waves to me Birds chirping melodiously All the flowers are dancing Oh, what a safe and peaceful nature, the sound of the river spoils my ears The sun shines on the beautiful flowers The mountain with a waterfall is very stunning That's where I met a beautiful fairy with long hair It also has wings The colors of my eyes are made up of brownish-yellow eyes</p>
4	<p>Student Poetry Writing: Title: My Dear Mother</p> <p>O my loving mother He has taken care of me from childhood to adulthood And I remember your services, my dear mother I often think of your beloved mother and my loving mother. Thank you, my dear mother</p>	<p>Student Poetry Writing: Title: Fish</p> <p>In the vast ocean gleaming brightly, Live the fish full of joy. With brightly colored rainbow fins, They swim freely, there is no fatigue. There is a small fish named Light, Glow on a night as beautiful as virtually. Invite friends to explore, Walk through the cave under the uneasy tides. The ocean is the stage of the story, Where fish is the main character. In the world of blue water full of meaning, They live in a story that will never go away.</p>	<p>Students' narrative poetry writing: Title: If I become a hero</p> <p>If I become a hero I will make the country So that people can live comfortably I will keep my country from There is evil, if I fight someone Called flash, he runs so fast that the light can't strike because he runs so fast.</p>
5	<p>Student Poetry Writing: Title: My Father</p> <p>My dear father, you are the best man ever</p>	<p>Student Poetry Writing: Title: Fish Master Veil</p> <p>In the deep and wide blue ocean,</p>	<p>Student Poetry Writing: Title: Beautiful Witch</p> <p>One night There is a beautiful witch</p>

	<p>Thou art hard for the children and his wife You never complain and never feel cape I want to hug my father I miss my father I want to be taken care of with my father again I want to eat with my dad I want to go for a walk with my dad again I'm going home soon, I miss my father</p>	<p>Live a fish with the name of Mr. Sheets. His body emitted a silver color, Disturb the night with an interesting glow. Mr. Sheets are not ordinary fish, He was a sea witch, full of secrets. It is said that it has crowned fins, With spells that can change ocean currents.</p>	<p>Her eyes are as beautiful as the sun Her hair sparkles like the moon Her staff is as graceful as a rose His soft voice His kind heart She is called a magical girl He can dance, conjugate, cook, it's great Oh how kind you are What a beautiful face you are How sweet your smile is Makes me blush in shame Oh witch thank you for your service I will never forget your presence</p>
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Based on the three activities above, it can be concluded that each student can develop their imaginative ideas in writing narrative poetry. In the first activity, students write poems with themes that are generally related to affection and personal experience. In the poems titled "Dear Mother," "My Dear Cat," and "My Mother Loves," it is shown that students can express their feelings well. The use of emotional and loving words shows that students can pour out their hearts in the form of poetry.

In the second poetry writing activity, the themes used are increasingly diverse and involve more complex elements of imagination. The poems titled "Little Fish and Mermaids" and "Around the Ocean" describe how students imagine marine life with a variety of fantastic creatures and events. This shows that students can create imaginative worlds.

In the third activity, students write with more complex themes, such as heroism and adventure, in poems titled "The Hero" and "The Witch." This confirms that students can develop longer, structured narrative poems, create characters with specific roles, as well as describe meaningful situations. Elements such as courage, sacrifice, and heroic characters demonstrate students' ability to imagine ideas in writing narrative poems in more depth and detail. Overall, these three activities show that by using fantasy imagination strategies, students gain a significant improvement in their ability to write narrative poetry, each stage shows progress in developing ideas, vocabulary use, and students' imaginative creativity, ranging from simple ideas to more complex and original ones.

Discussion

Fantasy Imagination Strategy (Imagery Building) in writing narrative poetry is a strategy model that combines narrative elements with poetry forms. In narrative poetry, the writer tells a story or event through the structure of the poem, using poetic language and imagination. There are several benefits obtained in the strategy of writing narrative poetry with fantasy imagination, namely: (1) students can write narrative poems with creative ideas and imagination, (2) students can use vocabulary well according to students' imagination, (3) students can develop creativity in writing narrative poetry.

The parameters of students' ability to write narrative poetry with fantasy imagination are based on three criteria, namely, idea development, vocabulary, and creativity (Hyland, 2003; Nation, 2001; Richards, J & Schmidt, 2010). 1) Idea Development, developing the main idea of the poem clearly and understandably by the reader, 2) Vocabulary, the use of vocabulary must be by the context, and 3) creativity, which must present new ideas and originality. This research consists of three stages of poetry writing activities designed to measure the improvement of students' ideas and imagination through fantasy imagination strategies. Idea improvement is analyzed based on the criteria for idea development, vocabulary, and creativity described in detail in the following table.

Table 4. Results of Student Poetry Analysis

Subject	Criterion	Results of Analysis	Conclusion
1	Idea development Vocabulary Creativeness	<p>Activity 1 : This poem is titled "My Dear Mother" Idea development feels linear and repetitive. The author only emphasizes gratitude and pride without further exploration, such as examples of specific experiences that describe the mother's struggle.</p> <p>The vocabulary that comes up uses too many 'and' words. This makes the poem feel less unique.</p> <p>The creativity that emerges is still limited as there are no parables, personifications, or other poetic elements that give a deeper dimension.</p> <p>Activity 2 : This poem is titled "Little Fish and Mermaids" This poem is very simple because it raises the idea of friendship between small fish and mermaids in the ocean. This idea is quite interesting because it combines elements of underwater beauty with fantasy aspects that present mermaid characters.</p> <p>The vocabulary used in this poem is quite clear and supports the theme raised. The use of words such as "glittering golden fins," "beautiful little eyes," and "its blue eyes share diamonds" provide an adequate visual picture and enliven the reader's imagination.</p> <p>The poem shows creativity in the depiction of beautiful mermaid characters and attention-grabbing little fish. The author managed to build an imaginative fantasy atmosphere by combining elements of friendship between different sea creatures.</p> <p>Activity 3: This poem is titled "Becoming a Fairy" about imaginative fairy figures. The main idea is clear, which is to depict the beauty, kindness, and characteristics of a fairy. The author uses the repetition of the word "Tinkerbell – oh Tinkerbell" to create an interesting rhythm and atmosphere, which indicates a consistent effort to develop ideas. Although simple, the idea of the story is well conveyed through several visual details such as hair color, clothes, and the kindness of the fairy.</p> <p>The vocabulary in this poem is simple and suitable for elementary school children. Phrases like "bright yellow", "beautiful wings", and "very pretty clothes" show the author's efforts in providing compelling visual descriptions. However, the variety of vocabulary is still limited and has not shown a more in-depth exploration of words.</p> <p>The poem shows creativity in choosing a theme about fairies, which is a symbol of imagination and wonder. The</p>	Overall, there was an improvement in students' abilities from the first to the third poem, especially in the aspects of idea exploration, vocabulary richness, and creativity. The second activity showed better mastery of developing themes and vocabulary, while the third activity showed consistency in aesthetics and rhythm. This reflects the existence of an effective learning process in writing poetry.

		<p>depiction of details such as the color of the wings and kindness gives it the distinctive elements of a fairy. The small illustration next to the poem adds visual appeal and shows that the author has an overall aesthetic in mind.</p>	
2	<p>Idea development Vocabulary Creativeness</p>	<p>Activity 1: This poem is titled "My Dear Cat" The development of ideas is still limited.</p> <p>The vocabulary used in this poem is lacking. Words like "dear," "take care of it," "poor," "beautiful," and "adorable" reflect basic emotions and descriptions. The use of this vocabulary is effective in conveying the writer's feelings, but it lacks a deeper or more complex nuance.</p> <p>The creativity that arises is still undeveloped and still limited and does not involve many poetic techniques such as majas or metaphors.</p> <p>Activity 2: A poem entitled "Circling the Vastness of the Ocean" This poem has a fairly simple but clear idea development. The main theme is about life under the sea.</p> <p>The vocabulary in this poem is quite simple and easy to understand, according to the level of children's understanding. Words like "around the ocean," "coral reefs," and "playing with friends" are enough to describe the atmosphere and activities that are happening. However, vocabulary variations and more creative use of synonyms can help make poetry more lively and engaging.</p> <p>The creativity in this poem emerges through the depiction of fish that have a habit of circling the ocean and playing with their friends. The author manages to display the friendly relationship between the fish characters mentioned, which adds imaginative value to the poem.</p> <p>Activity 3: A poem titled "The Hero" This poem is already very good because it describes the figure of an unnamed hero who protects the city selflessly. The main idea is the sacrifice and courage of the hero in keeping the peace, although he does not seek recognition.</p> <p>The vocabulary in this poem shows maturity and a wide imagination. Phrases such as "behind the shadow of tall buildings", "like the wind whispering", and "being an eternal guardian without ambition" show the author's ability to choose words that support a mysterious and heroic atmosphere. The use of metaphors and personifications gives this poem emotional power.</p> <p>This poem shows high creativity in describing heroes who are not tied to a specific figure, but rather as a universal symbol of courage and devotion. The author managed to</p>	<p>Overall, there was a significant improvement in poetry writing skills from the first to the third activity. This can be seen from the development of more mature ideas, more varied vocabulary, and creativity that is increasingly exploratory in each activity. This progress shows that the learning process and practice have helped students improve their poetry writing skills gradually.</p>

		create a dramatic atmosphere with details such as "lightning fast" and "power from the stars", which allows the reader to clearly imagine the figure of this hero. This theme is also unique in that it elevates a hero without any personal ambitions.	
3	Idea development Vocabulary Creativeness	<p>Activity 1 : This poem is titled "My Mother Who I Love" The main idea in this poem is the appreciation of the role of mothers in the author's life, which is filled with warmth and affection, showing that the ideas that come up are still limited.</p> <p>The vocabulary used in this poem is simple and direct. The author uses common and familiar words, such as "patient," "take care of me," "angel," "star of my heart," and "ideal."</p> <p>The creativity in this poem is quite simple, the author points to the use of figurative phrases, such as "mother is an angel without wings" and "mother is the star of my heart," which shows respect and admiration.</p> <p>Activity 2 : A poem titled "Nemo Fish and Dori" This poem has a simple but quite clear idea development. The main idea raised was about the beauty and uniqueness of two types of fish, namely Nemo and Dori, which live in the beautiful ocean.</p> <p>The vocabulary used in this poem is quite simple and in accordance with the level of education of the writer (5th grade of elementary school). Words like "swimming in the beautiful ocean," "blue," and "orange and white" describe the atmosphere and characteristics of the fish in a straightforward and easy-to-understand way. The use of descriptive vocabulary such as "her beautiful eyes" also adds to the visualization.</p> <p>The creativity in this poem can be seen in the author's efforts to describe the specific characteristics of fish that are known to children, such as Nemo and Dori. However, the fantasy story aspect or the element of surprise has not been very prominent.</p> <p>Activity 3 : This poem is titled "Alam Peri" This poem has excellent idea development. The main idea is the beauty and tranquility of nature that the author loves. The author describes natural elements such as tree leaves, birds, flowers, waterfalls, and beautiful fairies. This development creates an imaginative narrative about the author's interaction with nature and the fairy figures encountered in the place.</p> <p>The vocabulary used in this poem is very varied and by the theme of nature. Some vocabulary words such as "waving," "melodious tweeting," and "crowning" provide</p>	Overall, there was a clear increase from the first to the third activity. The author shows progress in developing more mature ideas, using more varied vocabulary, and more exploratory creativity. This improvement reflects students' ever-evolving ability to convey ideas poetically and imaginatively.

		<p>in-depth explanations and add to the reader's imagination.</p> <p>In terms of creativity, this poem shows high imagination by combining real natural elements with fantasy elements in the form of beautiful fairies and details such as long hair and crowned shoes. The author managed to combine natural elements with a touch of fairy tale, which gives a creative and interesting impression.</p>	
4	<p>Idea development Vocabulary Creativeness</p>	<p>Activity 1 : This poem is titled "My Dear Mother" The development of the main idea is lacking because this poem only raises gratitude and recognition for the services of a mother, as well as feelings of longing and appreciation, but has not given rise to creative ideas.</p> <p>The vocabulary used in this poem is quite simple and uses everyday words such as "my love," "take care of me," and "thank you." These vocabulary choices can convey meaning clearly, but they feel repetitive and less varied.</p> <p>The creativity in this poem is seen in simple and sincere expressions, but it is less prominent in the use of poetic techniques. There is not much use of majas or interesting language style, so the poem feels more like an expression of ordinary feelings.</p> <p>Activity 2 : This poem is titled "Fish" The development of this poem idea Idea is already quite good because it has an image of fish life in the vast ocean, which is full of adventure and freedom.</p> <p>The vocabulary used in this poem is quite varied and creates a lively atmosphere. Phrases like "rainbow fins" and "glowing on a night as beautiful as virtual" enrich the reader's imagination and make the poem feel more alive.</p> <p>The creativity in this poem gives rise to the idea of fish life in the vast ocean with the main character of the fish named Cahaya is quite original and interesting. This adds a story element that makes the poem different from ordinary poems about the sea.</p> <p>Activity 3: This poem is titled "If I Become a Hero" The development of the idea is good because there is a narrative element in which the author describes himself as a hero who is ready to fight the threat, represented by a figure named Flash who has extraordinary speed.</p> <p>The vocabulary in this poem is relatively simple and mostly uses everyday words. Phrases like "live comfortably," "take care of the country," and "run very fast" are self-explanatory, but less varied and imaginative.</p>	<p>Overall, there was a clear increase from the first to the third activity. The author shows progress in developing more mature ideas, using more varied vocabulary, and more exploratory creativity. This improvement reflects students' ever-evolving ability to convey ideas poetically and imaginatively.</p>

		<p>The creativity of this poem about presenting a hero figure fighting a quick figure like Flash is quite interesting, but it needs to be developed with more detail or background to highlight the unique side of this poem.</p>	
<p>5</p>	<p>Idea development Vocabulary Creativeness</p>	<p>Activity 1 : This poem is titled "My Father" The development of ideas in this poem</p> <p>The vocabulary choice is quite limited and there is a repetition of the words "dad" and "want" which makes it seem monotonous. Vocabulary variations will provide a richer feel and make the reader more engaged.</p> <p>Creativity is very lacking because poems about love and longing for fathers are quite common themes, this poem feels quite personal with the emotions shown.</p> <p>Activity 2 : This poem is titled "Ikan Tuan Sheet" The development of ideas in this poem is quite simple because it has begun to come up with creative ideas.</p> <p>The vocabulary in this poem is quite rich and supports the magical nuances that are created. Words like "radiate," "tease," "witch," "crowned," and "spell" give a strong sense of a fairy tale and build an interesting imagination.</p> <p>The creativity of this poem is good because it gives rise to creative ideas, the concept of a witch fish that has crowned fins and spell power is very original and rarely found in sea-themed poems. This gives the impression that the author has a rich imagination and the ability to create a world full of mystery.</p> <p>Activity 3: This poem is titled "Beautiful Witch" This poem carries a very good idea about an unusual witch, namely a kind and beautiful figure. The author managed to develop an imaginary idea about the character of a witch who is portrayed positively, different from witches in general.</p> <p>The vocabulary used in this poem is rich enough to describe the beauty and character of the witch. The use of words such as "shimmering like the moon," "a staff as graceful as a rose," and "a soft voice" adds a poetic feel and builds the reader's imagination. The words chosen support the theme of the poem and provide a clear picture of the figure of the witch depicted.</p> <p>The creativity in this poem is quite prominent. The author can combine fantasy elements with vivid beauty. The idea of a witch who can cook, dance, and have a good heart shows innovation in building an alluring and different character.</p>	<p>From the three activities, there was a significant increase from the first to the third activity. The author shows progress in creating more original ideas, using a more varied vocabulary, and building characters and imaginative worlds in more creative and interesting ways. This improvement reflects the author's ability to explore ideas and language in more depth over time.</p>

Based on the results of the research that has been conducted, it can be known that the fantasy imagination strategy in writing narrative poetry has proven to be effective in increasing students' creative ideas in developing ideas, enriching vocabulary, and developing students' creativity in writing narrative poetry. This strategy allows students to not only write poetry but also develop creative thinking skills in creating compelling and colorful stories in poetry.

Overall, these three activities show an increase in students' abilities in the development of ideas, vocabulary, and imagination creativity. These stages show how fantasy imagination strategies are effectively able to stimulate students' creativity, be able to help them explore unique ideas, enrich vocabulary, and develop creativity in writing narrative poetry.

5. Conclusion

This study describes how to improve the creative thinking ability of elementary school students through fantasy imagination strategies. This strategy aims to stimulate students' imagination by using image media and concrete objects. Research shows that through the activity of writing narrative poetry involving fantasy, students can explore creative ideas and improve students' use of language.

This research shows that each activity given can help students develop their skills in writing narrative poetry. With strategies that encourage imagination and exploration, students can improve their ability to develop more original ideas, use a richer and more diverse vocabulary, and display higher creativity in poetry writing. This shows that gradual exercises focused on the exploration of imagination and the selection of the right vocabulary are effective in stimulating students' creativity and encouraging them to write more interestingly and colorfully.

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