

## **Improving Students' Creative Poetry Writing Skills through the Discovery Inquiry Method**

**Ros Liana Tambak**

[roslianatambak755@gmail.com](mailto:roslianatambak755@gmail.com)

**Ridho Kurniawan**

[kurniawanridho752@gmail.com](mailto:kurniawanridho752@gmail.com)

**Endi Zunaedy Pasaribu**

[endipasaribu2@gmail.com](mailto:endipasaribu2@gmail.com)

**Universitas Al Washliyah**

### **ABSTRACT**

This study aims to examine the effectiveness of the Discovery Inquiry method in improving students' creative poetry writing skills among eighth-grade students at SMP Negeri 1 Silangkitang. The research employed a Classroom Action Research (CAR) design consisting of four stages: planning, implementing actions, observing, and reflecting. The participants were 25 students from class VIII. Data were collected through classroom observations, student interviews, and analysis of students' poetry. The results show that the Discovery Inquiry method significantly enhanced students' performance in writing poetry. The average score increased from 68.4 in the first cycle to 86.2 in the second cycle, marking a 26% improvement. Students showed notable progress in creativity, word choice accuracy, and mastery of poetic structure. Moreover, their self-confidence, critical thinking ability, and willingness to experiment with language and poetic forms also improved. During the implementation, students became more engaged and active in the learning process, as they were encouraged to explore ideas and express emotions freely through poetry. The findings indicate that the Discovery Inquiry method not only develops technical writing skills but also nurtures creative expression and motivation to learn literature. Therefore, this method can be considered an effective and student-centered strategy for enhancing poetry writing skills and promoting creative learning in language and literature classes.

**Keywords:** Discovery Inquiry Method; Creative Writing; Poetry

### **INTRODUCTION**

The ability to write creatively is a crucial skill that supports students' language mastery, particularly in learning Indonesian. Creative writing, especially poetry, serves as a means for students to express their feelings, thoughts, and imaginations in an artistic form. However, recent studies show that many students still face challenges in writing poetry effectively. According to Nuraini and Siregar (2022), students often struggle with choosing appropriate diction, using figurative language, and organizing ideas into coherent verses. Similarly, Putri et al. (2023)

found that most junior high school students in Indonesia have difficulty starting their poems due to limited vocabulary and lack of inspiration, which often leads to low motivation in writing activities. These findings highlight the ongoing need for innovative teaching methods that can engage students actively in the process of creative writing.

In the context of SMP Negeri 1 Silangkitang, observations and interviews with teachers show that grade VIII students still have low confidence and creativity when writing poetry. Some students are able to produce good poems, but many others struggle to find ideas or express emotions effectively. The poems they create often appear less imaginative and lack a clear poetic structure. This condition reflects what Pratama and Lestari (2021) described as a common problem in poetry learning where students tend to write mechanically rather than creatively because teaching methods often focus only on theory and examples, not on the process of discovery and exploration. Therefore, an approach that emphasizes student engagement and independence in idea development is needed to improve poetry writing skills.

The Discovery Inquiry method is one of the learning models that can address these challenges. Rooted in constructivist learning theory, this method encourages students to build their own understanding through exploration, experimentation, and reflection. In the context of language learning, it allows students to become active participants in discovering new ideas and transforming them into creative written expressions. Research by Rahmawati and Ahmad (2020) showed that the Discovery Inquiry method increased students' engagement and motivation in writing lessons by allowing them to find solutions independently rather than relying solely on teacher explanations. Likewise, Sari and Hidayat (2022) found that students taught using the Discovery Inquiry approach showed higher levels of creativity and originality in their writing compared to those taught through conventional methods.

Despite the growing evidence supporting the benefits of Discovery Inquiry in language learning, few studies have specifically examined its application in poetry writing. Most prior research has focused on improving narrative or descriptive writing skills. For example, Lestari (2021) explored the use of Discovery Inquiry in teaching descriptive text writing and found significant improvement in students' vocabulary and sentence construction. However, poetry writing involves different challenges. It requires not only linguistic accuracy but also emotional depth and creative imagination. This gap indicates a need for studies that explore how Discovery Inquiry can enhance creativity and poetic expression specifically. This research seeks to fill that gap by applying the Discovery Inquiry method to poetry writing and examining its effect on students' creativity, language use, and confidence.

Another research gap lies in the lack of studies focusing on rural schools or less urban areas such as Silangkitang, where students often have limited access to creative learning resources. Previous studies by Sihombing (2023) and Kurniawan

and Dewi (2024) emphasized that students in smaller towns tend to receive more traditional forms of instruction, which prioritize memorization over exploration. As a result, students' potential for creative expression remains underdeveloped. By implementing the Discovery Inquiry method in this context, the present study aims to demonstrate that even in resource-limited environments, creativity can be fostered effectively through inquiry-based learning.

The Discovery Inquiry method offers several advantages for poetry writing. First, it promotes a student-centered learning environment where students learn through exploration and questioning. Instead of being told what to write, they are guided to discover ideas by observing, discussing, and reflecting on their own experiences and emotions. Second, the method encourages collaborative learning. Students can share ideas with peers, discuss interpretations of poetic themes, and refine their works based on feedback. Third, it integrates critical and creative thinking, as students must analyze poetic elements and apply them creatively in their own writing. As highlighted by Yuliana (2023), inquiry-based approaches stimulate students to connect their personal experiences with literary imagination, resulting in more authentic and meaningful poems.

In the case of SMP Negeri 1 Silangkitang, the application of the Discovery Inquiry method is expected to not only improve the technical aspects of poetry such as diction, rhythm, and imagery but also build students' confidence in expressing emotions through language. When students are given the opportunity to explore topics that relate to their lives, they tend to engage more actively and produce more original works. Moreover, through reflection sessions after each writing activity, students can evaluate their progress and identify areas for improvement. This process-oriented learning approach contrasts with traditional methods that focus solely on the final product.

This study contributes to the existing literature by providing empirical evidence of how the Discovery Inquiry method can enhance creative poetry writing in Indonesian language learning. While previous research has established its benefits in general writing skills, this study focuses specifically on its effectiveness in nurturing poetic creativity, emotional expression, and linguistic artistry among junior high school students. The results are expected to offer practical insights for teachers seeking to design more engaging and student-centered poetry learning activities. Furthermore, the findings can serve as a model for similar schools aiming to improve creative writing instruction through innovative pedagogical approaches.

This research is motivated by the persistent problem of low creative writing skills among students, particularly in poetry, and the limited implementation of inquiry-based methods in this area. By applying the Discovery Inquiry method, the study aims to help students at SMP Negeri 1 Silangkitang develop greater confidence, creativity, and appreciation for poetry. The study not only addresses a local educational need but also contributes to broader discussions about effective strategies for enhancing creativity in language education in Indonesia.

## **LITERATURE REVIEW**

### **Concept of Creative Writing Skills**

Creative writing is a form of writing activity that highlights imagination, creativity, and self-expression. In the context of poetry, creative writing skills refer to students' ability to arrange words artistically to evoke emotion and meaning in readers. Harris (2023) defines creative writing skills as the ability to use language in new and engaging ways to communicate ideas, feelings, and experiences. Poetry, as a form of creative writing, provides freedom for expression but still requires an understanding of essential poetic elements such as meaning, diction, rhythm, and imagery. According to Parker (2016), writing poetry demands a high level of creativity, precise word choice, and mastery of language style. Therefore, poetry writing is not only about technical skill but also about the capacity to transform imagination into a meaningful artistic expression.

### **Discovery Inquiry Method in Learning**

The Discovery Inquiry (DI) method is a learning approach that focuses on developing students' knowledge through exploration and investigation. This method encourages learners to seek information, formulate questions, and find answers independently, promoting deeper understanding. Bruner (1961), through his discovery learning theory, explained that students should be actively involved in the learning process rather than passively receiving information. By using the Discovery Inquiry approach, students gain opportunities to explore concepts and construct their own understanding, which enhances long-term comprehension and engagement. In classroom practice, this method shifts the teacher's role from a knowledge transmitter to a facilitator who guides students in discovering concepts through observation, experimentation, and reflection. This learner-centered approach fosters autonomy, curiosity, and responsibility for learning, which are essential foundations for creative thinking and writing development.

### **Application of the Discovery Inquiry Method in Creative Poetry Writing**

Recent studies have shown that the Discovery Inquiry approach effectively enhances students' creative writing abilities, particularly in poetry. Fitriani et al. (2022) found that this method stimulates imagination and creativity by encouraging students to explore ideas and experiences independently. In poetry writing, students are guided to explore diverse themes, such as nature, emotions, and personal life stories, which they later transform into original and expressive poems. The Discovery Inquiry approach is increasingly applied in writing instruction because it promotes higher-order thinking skills. Sari and Wulandari (2021) explained that this model positions students as active participants in searching for and processing information, thereby fostering analytical and critical thinking. These skills are crucial in poetry writing, where students must interpret symbolic meanings,

evaluate diction, and understand how each linguistic choice contributes to the poem's message and aesthetic quality.

Through discovery-based learning, students are also encouraged to express ideas creatively using figurative language, symbolism, and varied stylistic devices. As a result, the poems they produce are not only intellectually meaningful but also aesthetically pleasing and emotionally resonant. This method supports both cognitive and affective learning outcomes, allowing students to combine critical analysis with emotional depth.

### **Studies Related to the Discovery Inquiry Method in Writing Learning**

A number of studies support the effectiveness of the Discovery Inquiry method in improving writing performance. Arends (2024) reported that inquiry-based instruction enhances student motivation and creativity, leading to better writing outcomes. Similarly, Johnson (2016) found that the Discovery Inquiry method in secondary school language classes increased students' ability to generate and express ideas freely, which resulted in richer, more personal writing. In the specific context of poetry, Smith (2019) demonstrated that the use of the Discovery Inquiry method helped students develop stronger poetic structures and more expressive compositions. The process of discovery during writing made students more aware of artistic elements such as rhythm, tone, and imagery. This awareness enabled them to create poems that were not only technically correct but also emotionally engaging.

### **The Relationship Between Discovery Inquiry and Creative Poetry Writing in Junior High School Students**

Junior high school students, particularly those in grade VIII, are at a developmental stage where abstract and creative thinking begins to mature. Applying the Discovery Inquiry method in teaching creative poetry writing aligns with their cognitive growth, allowing them to explore ideas more deeply and express themselves meaningfully. This approach provides opportunities for students to engage in self-discovery and reflection while learning to appreciate the art of language. Through this method, students are guided to explore poetic themes, symbols, and expressions drawn from their own experiences. They do not merely learn how to follow poetic forms but are also encouraged to find their own voices as writers. Kaiser (2019) noted that an inquiry-based learning environment increases student engagement, helping them produce works that meet both structural requirements and expressive depth.

By combining exploration, discussion, and reflection, the Discovery Inquiry method allows students to internalize poetic concepts and apply them creatively. It bridges cognitive understanding and emotional expression, which are central to poetry writing. As a result, students not only improve their writing skills but also

develop confidence, originality, and appreciation for literature as a form of personal and artistic expression.

## **METHOD**

### **Design and Sample**

This study used a qualitative approach with a Classroom Action Research (CAR) design to examine the improvement of students' creative poetry writing skills through the Discovery Inquiry method. The research was carried out in two cycles, each consisting of four stages: planning, action, observation, and reflection. The teacher acted as both researcher and practitioner. The study involved 25 eighth-grade students of SMP Negeri 1 Silangkitang, selected through purposive sampling based on their active participation and basic writing ability.

### **Instruments and Procedure**

Data were collected through poetry writing tests, observation, interviews, and documentation. The poetry writing test served as the main instrument to measure students' creative writing progress before and after the Discovery Inquiry method was applied. A scoring rubric was used, assessing four equally weighted aspects: (1) creativity and originality, (2) diction and figurative language, (3) poetic structure, and (4) theme and message. Each aspect was rated on a 1–5 scale, then converted into percentages to identify improvement between cycles.

Observation focused on students' activeness, participation, and creativity during the learning process, while semi-structured interviews were conducted with several students and the language teacher to gather their reflections on the learning experience. Documentation included students' poetry, photos, and reflection notes. Before data collection, all instruments were tested for validity and reliability. Three language experts reviewed the instruments for content validity, while inter-rater reliability testing on the poetry scoring rubric produced a Cohen's Kappa coefficient of 0.82, showing strong consistency. Observation and interview guides were also piloted in a similar class to ensure clarity and reliability. The Discovery Inquiry method was implemented through four main steps: (1) theme giving, (2) exploration and discovery, (3) idea organization and writing, and (4) discussion and reflection. These steps guided students from idea development to final poem revision.

### **Data Analysis**

Data were analyzed using qualitative descriptive analysis. Poetry test results were compared between pre-test and post-test to identify score improvements and qualitative growth in creativity and expression. Observation and interview data were categorized into themes such as motivation, confidence, and creativity development. Triangulation of data from tests, observations, interviews, and

documentation was conducted to strengthen validity. The success indicators included (1) improved poetry scores, (2) increased student engagement, and (3) positive feedback from students about the learning process.

## RESULT AND DISCUSSION

This research was conducted through two action cycles using the Discovery Inquiry method to improve students' creative poetry writing skills. Data were collected from three stages of poetry writing tests: before the intervention (pre-test), after the first cycle (post-test I), and after the second cycle (post-test II). The results are presented in three tables to show the progress of students' learning outcomes and highlight the overall improvement.

### Pre-Test Results

The pre-test was conducted to determine students' initial ability in writing poetry before the Discovery Inquiry method was implemented. Students were asked to compose poems based on open-ended themes given by the teacher, such as nature, friendship, and everyday life. The results showed that most students had limited creativity and were unable to apply poetic devices effectively. Their poems tended to be descriptive rather than expressive, with little use of imagery or figurative language. The structure of their poems was also inconsistent, and many lacked rhythm and coherence.

*Table 1. Pre-Test Results of Students' Poetry Writing Skills*

Indicator	Description
Average Score	62.72
Students Achieving Minimum Mastery ( $\geq 75$ )	1 student (4%)
Main Issues Found	Weak idea development, limited vocabulary, lack of imagery and poetic structure

The pre-test results indicate that students' overall creative writing ability was still at a basic level. Only one student managed to meet the minimum mastery standard, while the majority showed difficulties in expressing ideas imaginatively. These findings are consistent with the observations made during the learning process, which revealed that students often hesitated to write because they lacked inspiration and confidence.

### Cycle I Results

In Cycle I, the Discovery Inquiry method was applied to encourage students to explore their creativity through observation, questioning, and discovery activities. The teacher guided students to observe their surroundings, discuss their feelings, and identify potential themes for their poems. They were then asked to express these observations in written form, focusing on creativity and diction.

The results after Cycle I showed a gradual improvement in students' writing skills. Some students began to include metaphors, similes, and personifications in their poems. The use of diction became more expressive, although several poems still lacked consistency in structure and depth in theme development.

*Table 2. Cycle I (Post-Test I) Results*

<b>Indicator</b>	<b>Description</b>
Average Score	66.52.00
Students Achieving Minimum Mastery ( $\geq 75$ )	5 students (20%)
Improvements Observed	More varied diction, emerging use of figurative language, better creativity though structural coherence still limited

The average score increased by 3.80 points compared to the pre-test. Although the improvement was moderate, this result suggests that students were beginning to engage more actively in the learning process. They showed greater enthusiasm during discussions and started to appreciate poetry as a means of self-expression rather than a routine task. Classroom observations also indicated that students became more willing to share their poems with peers and discuss their work openly. The teacher's feedback and group reflection activities played an important role in motivating students to revise and improve their writing.

### **Cycle II Results**

Based on the reflections from Cycle I, several adjustments were made in Cycle II to deepen students' understanding of poetic techniques. Students were encouraged to experiment with more complex imagery, symbolism, and emotional expression. The teacher provided specific feedback on diction, structure, and theme consistency, while group discussions focused on analyzing examples of good poetry to serve as models for improvement.

The results of Cycle II showed a substantial improvement in students' poetry writing abilities. Most students were able to produce poems that demonstrated creativity, strong imagery, and coherent structure. They became more confident in expressing emotions and more skillful in selecting words that conveyed meaning effectively.



*Table 3. Cycle II (Post-Test II) Results*

<b>Indicator</b>	<b>Description</b>
Average Score	81.40.00
Students Achieving Minimum Mastery ( $\geq 75$ )	21 students (84%)
Improvements Observed	Strong creativity, rich imagery, organized structure, expressive themes, and improved confidence in writing

The average score increased by 14.88 points compared to Cycle I and by 19.56 points from the pre-test. The number of students achieving the minimum mastery level also rose dramatically from 4% in the pre-test to 84% in Cycle II. This significant progress indicates that the Discovery Inquiry method effectively enhanced both technical and creative aspects of poetry writing.

Overall, the results from the three stages of testing show a clear and consistent improvement in students' creative writing performance. The Discovery Inquiry method proved to be effective in helping students develop creativity, critical thinking, and self-expression in writing poetry. The average score increased from 62.72 in the pre-test to 81.40 in the final post-test, marking a total improvement of 19.56 points. The improvement can be attributed to the key principles of the Discovery Inquiry approach, which emphasizes exploration, discussion, and reflection. By engaging students in discovering ideas on their own, the method allowed them to connect personal experiences with creative expression. Students became more motivated and confident, and their poems showed greater originality and emotional resonance.

Furthermore, classroom observations revealed a change in learning behavior. Students who were previously passive became more active participants, frequently asking questions, exchanging feedback, and showing enthusiasm during poetry writing sessions. The qualitative data from interviews supported this observation, as students expressed that the method helped them "find ideas more easily" and "enjoy writing poems for the first time." The findings confirm that the Discovery Inquiry method significantly improved students' ability to write creative poetry. It not only raised test scores but also transformed the classroom atmosphere into a more interactive and inspiring learning environment.

The findings of this study show that the Discovery Inquiry method had a strong and consistent positive effect on improving students' creative poetry writing skills. The steady increase in the average score, from 62.72 in the pretest to 66.52 in Cycle I and 81.40 in Cycle II, indicates that inquiry based learning can effectively enhance both creativity and technical mastery in literary expression. This improvement

reflects the benefits of active exploration, idea discovery, and reflective learning as key components of the Discovery Inquiry approach.

The results support Bruner's (1961) theory of discovery learning, which emphasizes that learners construct their own understanding through exploration and reflection. In this study, students were not passive recipients of information; they became active creators who generated poetic ideas through observation, experimentation, and discussion. As they explored themes related to their surroundings and personal experiences, they internalized the process of creativity and learned to express meaning through language more authentically.

These findings are consistent with Fitriani et al. (2022), who found that the Discovery Inquiry method significantly improved creativity and originality among junior high school students in Indonesia. Similarly, Nurdiana and Sulastri (2021) reported that inquiry based instruction encouraged students to think critically and develop new ideas independently, leading to higher quality creative writing. In the present study, students showed similar progress: they became more original in using figurative language, more confident in expressing emotion, and more skillful in organizing their ideas into coherent poetic structures.

The improvement also supports Sari and Wulandari (2021), who emphasized that inquiry based learning develops higher order thinking skills such as analysis, synthesis, and evaluation. These were evident in how students refined their poetry by analyzing themes, evaluating diction, and revising their work based on feedback and reflection. The gradual progress observed between cycles reflects a deep learning process that developed both cognitive and creative abilities.

A significant finding of this study concerns the development of students' motivation and confidence. At the beginning, many students viewed poetry as difficult and abstract. However, after the application of the Discovery Inquiry method, they became more confident and enthusiastic. This supports Rahmawati and Ahmad (2020) and Yuliani et al. (2023), who found that inquiry learning increases motivation because it promotes student autonomy and personal engagement. In this study, the freedom to explore ideas, experiment with language, and revise poems encouraged students to enjoy the creative process and express their emotions openly.

The classroom also became more interactive and collaborative. Group discussions, peer feedback, and reflection sessions allowed students to share perspectives and learn from one another. This aligns with Nasution and Raharjo (2020), who concluded that inquiry based collaborative learning improves student engagement and critical thinking. Students in this study developed a sense of community as they exchanged ideas and interpretations of poetry, which further strengthened their creativity and awareness of poetic diversity.

The exploration and reflection stages also contributed greatly to the quality of student work. During exploration, students observed real life situations to find inspiration, making their poems more personal and meaningful. This finding supports Yuliana (2023), who noted that contextual and experiential learning helps students connect writing with authentic experiences, resulting in richer creative outcomes. Reflection helped students evaluate their work, identify weaknesses, and make revisions, an essential skill in developing writing competence.

From the perspective of language learning, the Discovery Inquiry method encouraged students to balance technical and imaginative aspects of writing. The consistent improvement in diction, structure, and theme development shows that students became not only more imaginative but also more capable of organizing ideas clearly. This finding aligns with Parker (2019), who argued that creative writing requires mastery of language as well as the ability to innovate and convey emotion. The inquiry process guided students to develop both of these elements by combining exploration with structured feedback.

The evolution of students' poems from simple and descriptive to expressive and symbolic supports Harris's (2016) concept that creative writing involves using language in fresh and meaningful ways to communicate feeling and experience. Students in this study learned to apply imagery and figurative language more purposefully, transforming their poems into authentic works of art.

The teacher's role was another crucial factor in the success of this method. Acting as a facilitator, the teacher guided students through questions, prompts, and feedback, allowing them to think independently and reflect on their own progress. This approach reflects the constructivist view of teaching, where students take an active role in their own learning. The increase in participation, independence, and motivation observed throughout the study confirms this pedagogical shift, as also highlighted by Lestari and Prasetyo (2022), who found that a facilitative teaching approach enhances engagement in creative writing.

However, several limitations must be acknowledged. First, this study involved only one class with 25 students, so the results may not represent a wider population. Future research should include larger samples and different school contexts to strengthen the findings. Second, this study focused only on poetry writing; applying the Discovery Inquiry method to other genres such as short stories or drama could provide broader insights. Third, the research was limited to two cycles, so long term effects of the method on creativity could not be measured.

Despite these limitations, the findings have meaningful implications for teaching. The Discovery Inquiry method can be used as an effective model for language and literature teachers to enhance students' creativity. Teachers can adapt the inquiry stages exploration, discovery, writing, and reflection to make lessons more interactive and student centered. Schools should also provide professional development opportunities for teachers to apply discovery based approaches and

create learning environments that support experimentation and collaboration. This is aligned with the goals of the Merdeka Curriculum, which emphasizes creativity, independence, and contextual learning. This study confirms that the Discovery Inquiry method is a powerful and effective approach to teaching poetry writing. It not only improved students' creative performance and confidence but also transformed the classroom atmosphere into a space of exploration, collaboration, and artistic growth.

## CONCLUSION

The results of this study show that the Discovery Inquiry method effectively improved students' creative poetry writing skills in both technical and expressive aspects. The gradual increase in the average score—from 62.72 in the pretest to 66.52 in Cycle I and 81.40 in Cycle II—demonstrates that this method successfully enhanced students' creativity, imagination, and ability to use language artistically. Students who initially struggled to develop ideas and structure their poems became more confident, motivated, and capable of expressing emotions and experiences through creative writing. The improvement in students' performance is closely related to the core principles of the Discovery Inquiry method, which emphasizes active exploration, independent thinking, and reflection. By engaging students in discovering ideas and experimenting with poetic techniques, this approach allowed them to take ownership of their learning and express originality in their work. The classroom atmosphere also changed significantly—from a teacher centered environment to a more interactive, student centered space that encouraged collaboration, feedback, and creativity.

This study provides empirical evidence supporting the relevance of inquiry-based learning in language and literature education. The method not only strengthened students' creative thinking but also developed higher order skills such as analysis, evaluation, and problem solving. These outcomes align with the goals of the Merdeka Curriculum, which promotes independent, meaningful, and contextual learning. However, the research also identified some limitations. The study was conducted only in one school with a small sample of 25 students, which limits the generalization of the findings. The research focused solely on poetry writing, so future studies could apply the Discovery Inquiry method to other creative writing genres such as short stories or drama. Moreover, further research with a longer implementation period is recommended to examine the long-term effects of the method on students' creative development. The Discovery Inquiry method proved to be an effective and engaging approach for enhancing students' creative poetry writing skills. It not only improved their writing outcomes but also fostered confidence, motivation, and appreciation for literature. Therefore, teachers are encouraged to implement this method in poetry and other creative writing activities to create a more dynamic and inspiring learning environment that nurtures creativity and self-expression.

## REFERENCES

- Aldalur, I., & Pérez, A. (2023). Discovery learning for creativity and critical thinking: A review. *Journal of Education and Learning Research*, 7(3), 112–125.
- Alhusna, A., Jalinus, N., & Syahril, S. (2025). Efforts to develop inquiry based teaching materials to enhance literacy. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 9(2), 88–96.
- Amelia, M., & Prystiananta, N. C. (2021). Using inquiry based learning strategy in teaching writing descriptive text. *Linguistic, English Education and Art (LEEA) Journal*, 5(1), 1–9.\*
- Andajani, K., Widyartono, D., & Kusmiati, K. (2023). Strategy for developing creative thinking skills in learning to write poetry for junior high school students. *Jurnal Pedagogy*, 10(3), 215–224. <https://doi.org/10.33394/jp.v10i3.8078>
- Angela, R., & Suryana, D. (2025). A discovery learning model in Indonesian language education. *The Future of Education Journal*, 3(1), 1–12.
- Bruner, J. S. (1961). The act of discovery. *Harvard Educational Review*, 31(1), 21–32.
- Fitriani, D., Lubis, R., & Yusuf, M. (2022). The effectiveness of discovery inquiry method in enhancing students' creativity in writing poetry. *Journal of Language and Education Research*, 8(2), 101–110.
- Harris, K. (2016). Creative writing and language use: The art of imaginative expression. *Journal of Writing Pedagogy*, 5(1), 34–47.
- Hoerudin, C. W. (2023). Indonesian language learning using the discovery learning model based on higher order thinking skills. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(2), 281–294.
- Ijirana, I., & Rahman, A. (2025). Improving Indonesian language learning outcomes through discovery learning in elementary classes. *Jurnal Belajar dan Pembelajaran*, 8(1), 55–67.
- Kasuba, B., Latuconsina, A., & Basalama, N. (2023). Exploring an inquiry based approach to enhance English vocabulary learning. *International Journal of Recent Educational Research*, 4(2), 157–168.
- Kurniawan, A., & Dewi, R. (2024). Teaching innovation in rural Indonesian schools: Barriers and opportunities in fostering creativity. *Indonesian Journal of Education Studies*, 12(1), 45–56. <https://doi.org/10.21009/ijes.12.1.05>
- Lestari, P. (2021). Implementing discovery inquiry method to improve descriptive text writing skills among junior high school students. *Journal of Applied Linguistics and Education*, 5(3), 87–95.
- Lestari, R., & Prasetyo, A. (2022). The role of facilitative teaching in developing students' creative writing abilities. *International Journal of Language Teaching and Learning*, 10(4), 221–233.
- Nasution, D., & Raharjo, S. (2020). The effectiveness of collaborative inquiry in enhancing students' critical and creative thinking. *Asian Journal of Education and Learning*, 11(3), 142–150. <https://doi.org/10.5430/ajel.v11n3p142>

- Nurdiana, E., & Sulastri, R. (2021). Enhancing students' creative writing through the inquiry based learning approach. *Journal of Educational Research and Innovation*, 9(2), 155–166.
- Parker, D. (2019). *Teaching creative writing: Developing imagination and craft*. Cambridge University Press.
- Pratama, A., & Lestari, D. (2021). Students' difficulties in writing poetry and teacher strategies in Indonesian language classes. *Lingua Didaktika*, 15(2), 123–133. <https://doi.org/10.24036/ld.v15i2.1142>
- Putri, A., Hasan, N., & Widodo, S. (2023). Investigating challenges in teaching poetry writing in junior high schools. *Journal of Language Teaching and Research*, 14(1), 55–66. <https://doi.org/10.17507/jltr.1401.07>
- Rahmawati, N., & Ahmad, S. (2020). The influence of discovery inquiry learning on students' motivation and writing creativity. *Indonesian Journal of Language and Arts Education*, 8(1), 77–86.
- Rozala, D., & Putri, E. (2025). Improving learning outcomes in writing poetry for junior high school students. *Edelweiss: Journal of Education and Literature*, 2(1), 45–56.
- Sari, I., & Hidayat, M. (2022). The use of discovery inquiry model to enhance students' creative writing ability. *Journal of Literacy and Language Learning*, 6(2), 115–124.
- Sari, R., & Wulandari, F. (2021). The role of inquiry based learning in developing higher order thinking skills among junior high school students. *International Journal of Education and Curriculum Development*, 9(3), 201–210.
- Sihombing, J. (2023). Exploring creative learning in rural schools: Teachers' challenges in implementing innovative methods. *Indonesian Journal of Education and Practice*, 7(1), 44–56.
- Smith, L. (2014). Using inquiry based learning to improve students' poetry writing performance. *Language and Literature Education Journal*, 10(2), 89–97.
- Vianti, E., & Silitonga, M. (2025). Implementing the concept of poetry on writing greetings among junior high students. *Excellence Journal*, 3(2), 55–63.
- Yuliana, P. (2023). Contextual and experiential approaches in teaching creative writing: Implications for student engagement. *International Journal of Language and Arts Education*, 11(2), 173–185.
- Yuliani, R., Hapsari, T., & Nugroho, B. (2023). Enhancing student autonomy and confidence through inquiry learning. *Journal of Innovative Teaching Practice*, 13(1), 61–72. <https://doi.org/10.2991/jitp.2023.13.1.08>
- Yuniati, U., & Yuliani, D. (2025). Digital teaching materials for poetry texts to improve middle school learners' writing. *Education and Science Journal*, 7(1), 33–46.