LEARNING A WRITING POETRY THROUGH PRAGMATIC ANALYSIS

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ABSTRAK

Menulis merupakan keterampilan berbahasa yang bersifat terlatih dan memerlukan proses pembiasaan yang berkelanjutan, termasuk dalam penulisan puisi. Namun, dalam praktik pembelajaran, kegiatan menulis puisi masih cenderung terbatas pada aspek estetika bahasa dan belum banyak memanfaatkan pendekatan linguistik yang lebih kontekstual, khususnya analisis pragmatik. Selain itu, kajian ilmiah yang mengintegrasikan penulisan puisi dengan perspektif pragmatik masih relatif jarang ditemukan. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi penulisan puisi melalui pendekatan analisis pragmatik serta mengkaji kontribusinya terhadap pengembangan kemampuan berpikir kritis dan keterampilan menulis peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kepustakaan, melalui penelaahan sistematis terhadap buku teks, artikel jurnal, dan hasil penelitian terdahulu yang relevan dengan penulisan puisi dan pragmatik. Tahapan penelitian meliputi pengumpulan sumber pustaka, analisis konsep menulis dan puisi, kajian konteks pragmatik, serta sintesis hubungan antara pragmatik dan proses penulisan puisi. Hasil kajian menunjukkan bahwa integrasi analisis pragmatik dalam pembelajaran menulis puisi berpotensi meningkatkan kemampuan siswa dalam menemukan dan mengembangkan ide, memahami konteks makna, serta menumbuhkan kepekaan berbahasa secara kritis. Simpulan penelitian ini menegaskan bahwa pendekatan pragmatik dapat menjadi alternatif strategis dalam pembelajaran menulis puisi, dengan implikasi pedagogik berupa perlunya kolaborasi antara pendidik dan pengembang kurikulum, serta peluang penelitian lanjutan yang mengkaji hubungan pragmatik, puisi, dan tingkat kebahasaan peserta didik.
Kata Kunci: *Puisi, Analisis Pragmatik, Menulis*

ABSTRACT

Writing is a language skill that is developed through continuous practice, including in poetry writing. However, in instructional practice, poetry writing activities tend to focus mainly on aesthetic aspects of language and have not widely incorporated more contextual linguistic approaches, particularly pragmatic analysis. In addition, scholarly studies integrating poetry writing with a pragmatic perspective remain relatively limited. Therefore, this study aims to explore poetry writing through a pragmatic analysis approach and to examine its contribution to the development of students' critical thinking and writing skills. This research employs a qualitative approach using a library research method by systematically reviewing textbooks, journal articles, and previous studies relevant to poetry writing and pragmatics. The research stages include collecting relevant literature, analyzing the concepts of writing and poetry, examining pragmatic contexts, and synthesizing the relationship between pragmatics and the poetry writing process. The findings indicate that integrating pragmatic analysis into poetry writing instruction has the potential to enhance students' ability to generate and develop ideas, understand contextual meanings, and foster critical language awareness. The main conclusion of this study emphasizes that a pragmatic approach can serve as a strategic alternative in poetry

writing instruction, with pedagogical implications highlighting the need for collaboration between educators and curriculum developers, as well as opportunities for further research examining the relationship among pragmatics, poetry, and learners' levels of language proficiency.

Keywords: *Poetry, Pragmatic Analysis, Writing*

INTRODUCTION

Writing is a complex cognitive and expressive process that requires continuous practice, particularly in literary forms such as poetry. In language learning, poetry writing plays an important role in fostering students' imagination, emotional expression, and critical awareness of language use. Through poetry, learners are able to articulate thoughts, feelings, and experiences using aesthetic and symbolic language, which can also support psychological well-being, motivation, and engagement in learning. Recent studies have emphasized that poetry-based instruction contributes positively to students' writing proficiency, creativity, and affective development (Rahayu et al., 2018; Darmana, 2019; Susanti et al., 2019). However, in classroom practice, poetry writing is often taught as a purely aesthetic activity, focusing on form, diction, and rhythm, while neglecting deeper meaning construction and contextual interpretation.

Language use in poetry is inherently dynamic and open to multiple interpretations, as meaning is shaped by readers' cognitive backgrounds, sociocultural experiences, and contextual understanding. This characteristic often becomes a challenge for students, who struggle to generate ideas and interpret metaphorical expressions meaningfully. Pragmatics, as the study of meaning in context, offers a relevant analytical framework to address this issue by helping learners understand how meaning is constructed through context, intention, and linguistic choices. Recent pragmatic studies highlight the importance of context, deixis, presupposition, and speech acts in enriching literary interpretation and emotional resonance in texts (Firdausi et al., 2023; Putra et al., 2024; Simanjutak & Rofiq, 2024).

Despite the growing interest in poetry writing and pragmatic analysis as separate fields, there remains a clear research gap: empirical and conceptual studies that explicitly integrate pragmatic analysis into the process of poetry writing instruction are still limited. Most existing research focuses either on improving poetry writing skills through instructional strategies or on analyzing pragmatic elements in literary texts, without examining how pragmatics can function as a pedagogical bridge to support students' idea development and meaning construction in poetry writing.

This study offers novelty by proposing a conceptual integration of pragmatic analysis into poetry writing pedagogy, emphasizing how contextual meaning-making can enhance students' critical thinking and writing competence. Therefore, this study aims to explore poetry writing through a pragmatic perspective by examining the relationship between pragmatics and the poetry writing process, and by identifying its pedagogical implications for improving students' ability to generate ideas, interpret meaning, and produce meaningful poetic texts.

RESEARCH METHOD

This study employed a qualitative library research design to elaborate the relationship between pragmatic analysis and poetry writing. Data were collected from scholarly sources, including books, peer-reviewed journal articles, and relevant research papers that discuss poetry, writing instruction, and pragmatics. The literature search was conducted through academic databases such as Google Scholar, ERIC, Scopus, and DOAJ, focusing on

publications relevant to language education and literary studies. The keywords used in the search included *poetry writing*, *pragmatic analysis*, *pragmatics in literature*, *contextual meaning*, and *poetry pedagogy*. The selected sources were screened based on their relevance to the research focus and their contribution to understanding the integration of pragmatics and poetry writing. Data analysis involved three main steps: (1) identifying key concepts related to writing, poetry, and pragmatics; (2) interpreting how pragmatic elements such as context, meaning, and interpretation function in poetry; and (3) synthesizing the findings to construct a conceptual framework that integrates pragmatic analysis into poetry writing. The results of this synthesis were used to formulate pedagogical implications and propose a conceptual model for applying pragmatic analysis in poetry writing instruction.

FINDINGS AND DISCUSSION

Findings

The literature indicates that writing in language learning is a complex process influenced by cognitive, psychological, linguistic, and sociocultural factors. Numerous studies have documented students' difficulties in generating ideas, organizing texts, applying grammatical accuracy, and maintaining coherence, which often result in low writing performance and motivation. In addition, writing challenges are not solely technical in nature but are also shaped by internal factors such as self-efficacy, anxiety, and motivation, as well as external factors including instructional strategies, learning environments, and social interaction. Alongside these writing-related challenges, learners also encounter pragmatic difficulties in understanding and producing contextually appropriate language, particularly in second or foreign language settings. To provide a clearer overview of how these challenges have been addressed in previous studies, the following table summarizes key findings from the literature related to writing difficulties and pragmatic challenges in language learning.

Table 1. Summary of Literature Review Findings on Writing and Pragmatic Challenges

Focus Area	Authors (Year)	Main Findings	Key Challenges Identified
Writing–Reading Relationship	Graham (2018); Zhang & Zhang (2021)	Writing development is closely related to reading activities, which support idea generation, text organization, and linguistic accuracy.	Limited reading engagement reduces idea development and writing quality.
Writing Interaction Components	Kellogg et al. (2019)	Writing involves multiple interacting components, including motivation, affect, cognitive processes, long-term memory, and working memory.	Incomplete integration of these components can constrain writing performance.
Writing Process Stages	Graham et al. (2019); Lee (2020)	Writing is a recursive activity consisting of planning, drafting, and revising stages, each serving specific purposes in constructing meaning and refining texts.	Students may struggle in idea generation, drafting, and revision stages.
Writing Complexity & Internal-	Graham (2018); Alamer & Lee (2019); Lee (2020)	Writing quality depends on internal factors (psychological, sociocultural, linguistic) and external factors (family support,	Low motivation, anxiety, limited peer/teacher support, and weak linguistic

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External Factors		peer interaction, instructor guidance). Motivation enhances engagement; supportive peers and teachers facilitate writing development.	competence hinder writing performance.
Writing Difficulties	Simanihuruk et al. (2021); Budjalemba & Listyani (2020); Bui (2022)	Students face difficulties in sentence construction, paragraph development, text organization, cohesion, and technical or interactional aspects.	Weak grammar, vocabulary, coherence; lack of concentration, time management, and collaboration.
Linguistic Writing Problems	Aminah & Supriadi (2023); Nurlatifah & Yusuf (2022); Setiani et al. (2023); Anistasya et al. (2022); Uyên et al. (2023)	Common problems include grammar errors, limited vocabulary, weak text organization, and lack of topic knowledge.	Linguistic and cognitive deficiencies, anxiety, confusion in starting or structuring writing.
Pragmatic Competence in EFL	Siregar et al. (2024); Fitria & Rahmawati (2020)	Students experience pragmatic failure due to L1 transfer, politeness errors, idiomatic misunderstanding, and cultural misinterpretation.	Misinterpretation of meaning, intercultural misunderstanding, and pragmatic infelicities.
Pragmatic Awareness & Strategy	Saputra (2024); Sanjaya et al. (2023); Nuridin (2019)	Developing pragmatic awareness and competence improves students' ability to produce contextually appropriate expressions in both oral and written genres.	Difficulty applying contextual meaning in writing; lack of pragmatic instruction or attention.
Pragmatic Challenges & Instruction	Sitorus et al. (2025); Bakhodirova (2025)	Challenges include cultural variability, assessment difficulties, individual differences, time constraints, and motivation issues. Pragmatic instruction enhances communication, confidence, and collaboration.	Inconsistent pragmatic norms, intercultural issues, limited teaching time, and assessment complexity.

As summarized in Table 1, previous studies consistently reveal that students' writing problems can be broadly classified into cognitive, linguistic, and psychological dimensions, while pragmatic challenges mainly stem from limited contextual awareness, cultural differences, and difficulties in applying pragmatic norms appropriately. The findings also suggest that although instructional strategies and technological tools have been employed to improve writing skills, many studies focus primarily on outcomes rather than on the underlying meaning-construction process. Furthermore, research on pragmatic competence tends to emphasize spoken interaction or general language use, with limited attention to its pedagogical integration into writing instruction. This indicates a clear gap in the literature regarding the systematic incorporation of pragmatic analysis into the writing process, particularly in poetry writing, where meaning, context, and interpretation play a central role. Therefore, integrating

pragmatic analysis into poetry writing pedagogy offers a promising approach to addressing both writing and pragmatic challenges simultaneously.

Discussion
Writing Challenges in Language Learning

The process of academic writing cannot be effectively developed through autodidactic learning alone, but requires structured training guided by qualified teachers and sustained writing practice. Recent studies highlight that extensive reading activities are essential for developing academic writing skills, as reading supports idea generation, text organization, and linguistic accuracy (Graham, 2018; Zhang & Zhang, 2021). Writing is a complex cognitive activity that demands mastery of grammar, appropriate use of idiomatic expressions, and the integration of writers' background knowledge and experiences. In this context, writing performance is influenced by multiple interacting components, including motivation and affect, cognitive processes, long term memory, and working memory (Kellogg et al., 2019). However, these components are not always optimally activated, which may lead to various constraints in the writing process. Furthermore, contemporary process oriented writing models conceptualize writing as a recursive activity consisting of planning, drafting, and revising stages, each serving specific purposes in constructing meaning and refining text quality (Graham et al., 2019; Lee, 2020).

Writing is a complex process influenced by various internal and external factors that shape both the writing process and its outcomes. Writing quality is determined by multiple dimensions, including content development, word choice, audience awareness, organization, clarity, and communicative purpose (Graham, 2018). Internal factors relate to students' individual abilities, encompassing psychological, sociocultural, and linguistic aspects, while external factors involve environmental influences such as family support, peer interaction, and instructor roles. Among internal factors, psychological aspects including self efficacy, motivation, and anxiety play a crucial role in students' writing development. In particular, motivation has been shown to enhance students' engagement in writing tasks, shape positive learning behaviors, and sustain persistence in improving writing skills (Alamer & Lee, 2019). In addition, sociocultural factors such as positive peer collaboration and supportive teacher student relationships contribute to effective writing development by fostering a motivating learning atmosphere and meaningful interaction, emphasizing the role of teachers as facilitators rather than authoritarian figures (Lee, 2020). However, they have to friendly share and teach the lesson material to students. They also tend to be like umbrella which can be as a shade for students. The third is the relation between the teaching and learning. Teaching and learning should be composed properly and comprehensively due to the curriculum planning, syllabus and lesson plan. The last of internal factor is linguistic factors. It interlinks with students abilities in comprehending of vocabulary, grammar, content of writing and so forth. Family factors, as external factor, for writing learning challenge consider as the support of family for students during learning in home. Peer factors are how students choose the partner for their learning. Both can correct their friend mistakes in learning. Thus, they can fill and comprehend well their own weaknesses and strengths. Instructors' factors are to teachers' support or their outside learning instructors.

Writing process is not just technically point of views where everyone could write in everywhere. It needs more learning and attentions to gain better results. Simanihuruk et al., (2021) pointed out four student's difficulties in writing such as sentence construction, organizing text, creating paragraphs and text cohesion. Budjalemba and Listyani (2020) spotted

on two type's student's difficulties in writing, internal and external difficulties. Internal factors referred to lack of motivation, less confidence, less knowledge and under pressure feeling. External factors related on teaching style, learning atmosphere, learning materials and writing aspects. Another research by Bui (2022), he highlighted student's problems in writing because of lack of concentration, technical problem, time management, lack of interaction, health problems, psychological problems, less knowledge, lack of collaboration. Aminah and Supriadi (2023) pointed out some writing problems might emerge. It could be vocabulary, grammar error and lack of interest in reading engagement to improve students writing proficiency. Nurlatifah and Yusuf (2022) briefly categorized three main problems in students writing. Those were cognitive, linguistic and psychological problems. Cognitive, as he was implied, encompassed on students limited knowledge of topics. Linguistics problems emerged because of some mistake on grammar and vocabulary. Psychological covered on students' laziness doing works, students' confusion on how started writing and confusion on set sentence structure in writing. Fareed et al., (2016) highlighted some student's problems in writing such as anxiety, lacks of ideas, and lack of motivation. Uyên et al., (2023) explained some writing difficulties such as grammar error, vocabulary, text organization, the use of punctuation and background knowledge. Setiani et al., (2023) conducted the research on student's problems in writing paragraph. They examined 8 students. They gathered findings that mostly students faced problem on the grammar pattern and vocabulary usage. Anistasya et al., (2022) mentioned student's problems in writing namely linguistic problems and text organization. Those can be concluded that student's problem could be classified as cognitive, psychology and linguistic problems.

Pragmatic Challenges in Language Learning

Pragmatic competence refers to the ability to acquire second language acquisition through the context of language. However, some students might be faced with lot of difficulties on how comprehend those contexts. Siregar et al., (2024) examined of students ability to comprehend language contexts. They found pragmatic failure in terms of pragmatic transfer from native language, strategies politeness errors, and difficulties to comprehend idiomatic expression and humor. This failure could affect further in students relationship with native speakers, friends and among them. That failure could foster up miscomprehension and interpretations from the true meaning. It also impacts on leading misattributions of intention and belief on cultural assumption (Fitria & Rahmawati, 2020). The failure of acquiring language context could cause the failure to interpret the meaning of language from the native or L1 into English as L2. The use of English either spoken or written could not eluded on its contexts. Therefore, pragmatic should be consider as the factor within. Homogenous group in communication or written become more significant in communication, due to transfer language appropriately. Saputra (2024) pragmatic competence in using English. He found that nature of English and its linguistic were so dynamic. This influenced students in formulating words and expression in their writing tasks where it was to demonstrate, and creatively employ language regarding on their prior knowledge and cognitive process. Language learners' L2 awareness should emphasize the practical use of language in authentic classroom contexts, which supports meaningful language acquisition and application. In the Indonesian EFL context, learners' motivation to develop second language pragmatics significantly influences their willingness and effort to use English appropriately across different communicative settings (Sanjaya et al., 2023). Furthermore, research on pragmatic competence among Indonesian EFL learners shows that developing pragmatic awareness through tasks such as speech acts in both oral and written

genres can improve learners' ability to produce contextually appropriate language, reducing pragmatic failures in communication (Nuridin, 2019).

Pragmatic strategy determines student's awareness to acquire English second language based on the context within. Nevertheless, some stumbles might result in its process. Sitorus et al., (2025) conducted the research on systematic review of pragmatic competence in second language acquisition. They highlighted that some challenges could potentially emerge, including the variabilities of cultural in pragmatics norms, difficulties in standardizing assessment and the differences of learners individually. Thy also underlined of the differences of speech act and politeness among learners caused misconceptions intercultural understanding. They also shed light on intercultural differences could result challenges of students in multicultural interactions and environments. Bakhodirova (2025) led research on challenges in English teaching through pragmatic approach. They observed more than two months in 15 teaching sessions. They underlined some challenges appeared. Those were time constraints, difficulties in assessment and lack motivation from students. However, the results implied in positive indications. It was pragmatic approach enhanced students communication, problem solving, confidence and collaboration skill.

Composing between Pragmatics and Writing a Poetry

Pragmatics refers in contexts within the texts. It needs more conception and perception to interpret comprehensively. The poetry contents of metaphor dictions. Therefore, the use of pragmatic analysis is highly required to comprehend further. Meanwhile writing poetry also needs more inspirations to explicitly or implicitly apply. Challenges emerge whether no ideas is written as poetry in literature styles. The researcher composes on how write poetry based on the analysis surrounding in terms of imagination, nature, environments and so forth. Pragmatic is analyzed due to the context. Thus the writing should represent those context analysis.
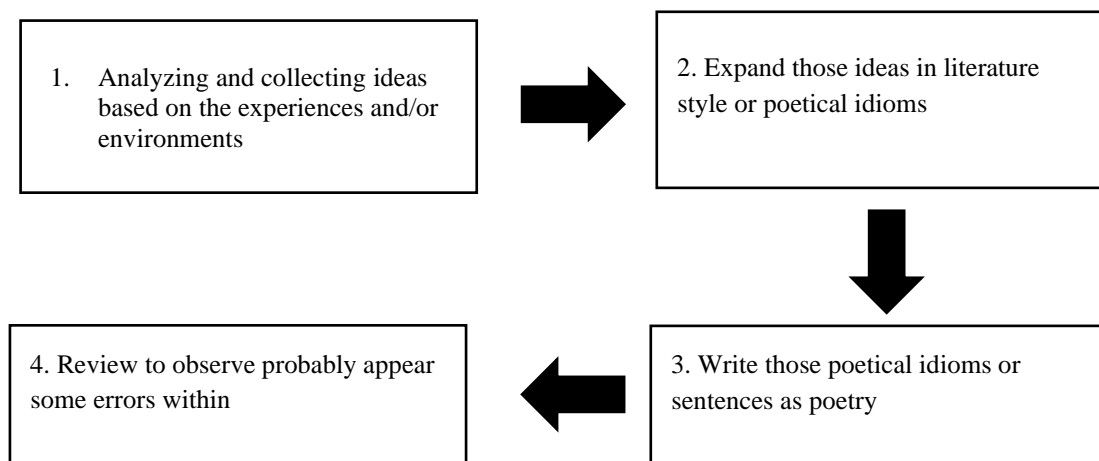
Figure 1. Steps of Writing Poetry through Pragmatic Analysis

The first step is analyzing ideas due to the experiences is through memorizing and remembering the excited experiences either sad, happy, love, or others. Those demand long term memory (LTM). It is to retrieve sequences of memories. Memories are affected by cognitive process. This is in line with Klein and Boscolo (2016). They pinned that the cognitive process shapes and makes the writing activity. However, at this step, the writers could analyze the situations around them to gather ideas such as if the writers are at the nature, they can catch and interpret some ideas what happens around the natures (i.e places, situation, weather, own

feeling and so forth). After analyzing those ideas, writers could gain ideas and write those ideas on notes books. Those are to classify ideas where should be attached within poetry or not. The second steps is expanding the ideas. This is to develop those ideas into poetical idioms or sentences such as if the writer collect ideas about *sky*. It can be as *white sky and white heart*. It means that the pure and clean sky is like the pure and kind heart.

The process of writing needs the thinking process where it occurs to gain, arrange, and produce ideas into texts during writing. After exploring those memories due to the experiences and environment conditions, the next step is to expand those ideas into text. In poetry context, it should develop those ideas into literature style. However, it depends on poetry writers to develop their ideas into directly and/or indirectly messages. If some ideas develop into indirectly messages, those have to develop into poetics forms. The third step is then arranging those ideas into poetry forms. It has to show not only meaningful but also aesthetical values within. It refers to the purposes of poetry written not only to deliver life values, experiences meaning, heart meaning but also entertaining readers. The arranging of sentences or idioms within poetry derives to how poetical language within. Thus, representation of poetry is not only for academic purposes, but also it represents as arts values, social values, cultural values, nature values, and so forth. It covers the whole aspects of life within. Therefore, it should also focus on how show poetry texts are written poetically. It is because poetry different with academic scientific written. Those differences cover lot of properties in terms of steps, collecting ideas, purposes and others. The last step is to observe probably written in errors parts. Therefore, the feedback is highly recommended on this section to receive and produce qualified performance of poetry either for writers or readers. Student could give their poetry results to other students to analyze whether there were some errors in terms of vocabulary, grammar, content, mechanic and others. Students could give some signs if they find some errors within and write some notes toward those errors. For further comprehensive analysis, those poetry results also should be bestow to teachers where they are more competent to analyze, observe and provide a correction for students' poetry.

CONCLUSION

This study highlights that writing, particularly poetry writing, is a guided and iterative learning process rather than an autodidactic activity. Integrating pragmatic analysis into poetry writing instruction provides meaningful support for learners in understanding how language functions within context, intention, and audience. The findings suggest that the poetry writing process grounded in pragmatics encourages learners to move beyond mechanical language use toward reflective and contextualized expression. Through stages of generating ideas from personal experiences, transforming them into literary forms, articulating meaning through poetic language, and revising texts based on contextual appropriateness, students are able to develop greater critical awareness and creativity in writing.

The study further implies that the pragmatic-based approach to poetry writing contributes not only to improved writing competence but also to learners' ability to interpret and construct meaning more effectively. From a pedagogical perspective, poetry can serve as a strategic medium to foster imagination, contextual understanding, and active engagement in language learning when guided by teachers. In terms of future prospects, this study opens opportunities for further research to examine the implementation of pragmatic-based poetry writing across different educational levels, learner profiles, and instructional contexts. Such extensions may enrich pedagogical practices and strengthen the role of pragmatics in developing comprehensive language skills.

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