

GASTRONOMIC EXPRESSIONS IN JUNIOR HIGH SCHOOL STUDENTS' POETRY AND THEY PRESERVE CULINARY CULTURE IN INDONESIA

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ABSTRACT

This study This study describes the characteristics of gastronomic poetry expressions by students of SMPN 10 Malang stimulated by YouTube media. Using a qualitative descriptive approach, text analysis was conducted on 33 student poems discussing various Indonesian cuisines. The data were analyzed through reduction, presentation, and conclusion drawing. The results show that students construct vivid sensory experiences utilizing denotative and connotative diction, five types of imagery (visual, olfactory, tactile, gustatory, auditory), and diverse figures of speech. Crucially, the study highlights a natural complexity of expression, where students combine multiple images and figures of speech in a single line to describe textures, aromas, and tastes. This proves digital media effectively builds culinary cultural identity appreciation for Generation Alpha without requiring direct experience.

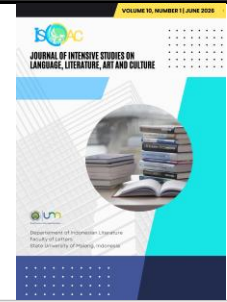
INTRODUCTION

Indonesia Traditional foods are often unfamiliar to Generation Alpha. Therefore, YouTube channels play an important role as a medium that helps students acquire culinary

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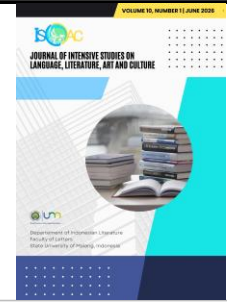
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knowledge. Digital culinary experiences via YouTube videos enable students to learn about the archipelago's diverse cuisines, thereby contributing to efforts to promote and preserve Indonesian cuisine. Junior high school students today are dominated by Generation Alpha. Those who are more familiar with technology should be encouraged to explore information to see the other side of Indonesia. Through the process of writing poetry, while introducing cuisine from throughout Indonesia. In addition, there are several studies that also seek to preserve Indonesian culture, such as that of Wirawan & Nakti (2023) BIPA Learning shows that language and literature can serve as a strategic medium for introducing and preserving Indonesian culture, including culinary culture, to foreign speakers. By integrating cultural elements, such as traditional food, in language learning, BIPA participants not only learn language structure but also develop an understanding of, appreciation for, and respect for Indonesian cultural identity. This fact underscores that cultural experiences do not always have to be obtained directly but can be built through representation, narrative, and media, including digital media.

The expression of gastronomic poetry in the works of junior high school students, whose writing process draws on YouTube as a source of imagination and knowledge about culinary diversity in Indonesia, was studied to examine how junior high school students, as Generation Alpha, who were born and raised with digital technology, express themselves. This study examines the expression of gastronomic poetry by junior high school students who process information from social media and express their ideas through poetry.

(Hijrianti et al., 2024) emphasize that affective traits can be influenced by technology use. Aspects of students' personalities are closely linked to the development of emotions, attitudes, moral values, interests, and motivation. Healthy emotional development enables students to manage their feelings adaptively, whereas emotional disturbances (such as uncontrolled anger) can lead to aggressive behavior, depending on the environment or stimuli they encounter. Children's psychological factors greatly influence students' affective development. The role of teachers is crucial in helping



students develop positive affective aspects. Poetry instruction not only hones cognitive abilities and language skills but also serves as an effective tool for teachers to facilitate the emotional and affective development of junior high school students, helping them learn to express their emotions through poetry, which will, in turn, have an impact on their work. This study examines the expression of gastronomic poetry in the works of junior high school students who used YouTube as a source of imagination and knowledge about culinary diversity in Indonesia during the writing process, to understand how junior high school students, as members of Generation Alpha, have been born and raised alongside digital technology. This study examines the expression of gastronomic poetry by junior high school students who process information obtained from social media and express their ideas through poetry. (Akar et al., 2024) discuss how the quality of gastronomic information presented on social media influences the formation of a culinary destination's image. Detailed information, appealing visuals, and strong narratives help viewers imagine the food as if they were experiencing it firsthand.

(Radhiyani & Vidya, 2024) reveal that Generation Alpha, commonly referred to as the digital generation, They are a group of people born between 2010 and around 2024/2025, and the first generation to be born entirely in the 21st century and grow up with digital technology (smartphones, tablets, AI) from infancy. They are highly digitally connected, global, visual, and influenced by global trends from an early age, shaping their unique and innovative ways of learning, socializing, and worldview, but also facing challenges such as mental health issues and gadget addiction. Generation Alpha has characteristics: they live their entire lives surrounded by technology from birth, using tools and toys from the digital era. Generation Alpha tends to prioritize indirect experiences over real ones, especially in the context of culinary arts. This study shows how students use digital sources such as YouTube to develop their imagination, diction, figures of speech, and language style, and to represent Indonesian culinary culture in literary works. (Vukolic et al., 2022) revealed that social media has a significant impact on the development of gastronomy and culinary tourism. Digital platforms have become the

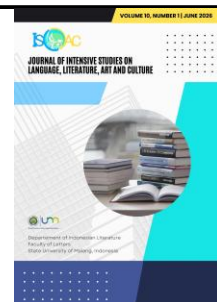


primary source for people to learn about foods from other cultures, shape their perceptions, and foster their interest.

The theory used in this study employs two theoretical foundations, namely the expressive perspective and literary gastronomy studies. The expressive perspective, as explained by Bahtiar & Aswinarko (2013), focuses on the poetry ability to convey ideas, emotions, and inner experiences through beautiful and imaginative language. Siswanto (2013), one of the approaches in literary theory, places the expression of the author's feelings or temperament at the core of literary works. In this study, poetry expression is understood as a way for junior high school students to convey their knowledge and impressions of the culinary world through poetry. Through the practice of writing gastronomic poetry, students attempt to express their observations and imagination inspired by YouTube videos about Indonesian cuisine. The expression that emerges reflects how students process visual and verbal information into an aesthetic experience in the form of poetry.

The theory of literary gastronomy studies proposed by Endraswara (2018) reinforces this expressive perspective by placing food as a symbol and medium of expression in literary works. Through the creative process, students use the elements of taste, aroma, and atmosphere they gather from YouTube videos to write poetry to introduce Indonesian cuisine. This does not prevent them from trying to raise the theme of food. Aksu et al., (2024) explain the concept of hypermediacy in gastronomy, which is a condition where culinary experiences are no longer obtained directly but are mediated by various digital platforms such as videos, photos, and visual narratives.

Cordova-Buiza et al., (2025) asserts that social media serves as a strategic tool in promoting a country's traditional gastronomic culture. Digital content can help expand the reach of culinary culture to younger generations who more frequently access digital platforms. Bayhan & Özdemir Yaman (2025) examined how female influencers create culinary content on social media and how their narrative, visual, and emotional strategies influence their audience. Culinary influencers build emotional closeness through their

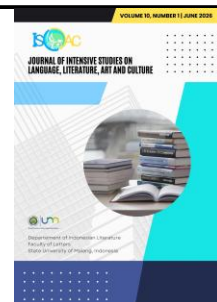


style of speech, food visuals, and personal stories. (Piliang & Erni, 2024) examined how digital literature on the Riau Sastra.com portal promotes Malay cuisine through a fusion of flavors and poetic language. They concluded that poetry can be an effective tool in cultural diplomacy, introducing local culinary identities to a broader public. (Wahyuni et al., 2021) highlights the importance of innovation in teaching literary texts including poetry, so that students do not become bored and can develop their language skills. Such innovations can be implemented through diverse media, collaborative learning techniques, and project-based approaches that position students as active participants in the learning process.

Several researchers have studied the learning of poetry writing using a gastronomic approach. One such study was conducted by Artika (2021), who developed a Creative Gastronomic Imagination Strategy for teaching poetry writing to vocational high school students majoring in culinary arts. This strategy emphasizes the creative process that stems from concrete experiences through direct interaction with culinary objects. The stages developed include culinary stimulation, reflection on the creation of culinary memories, object description, collaboration between cuisine and language, and the presentation of gastronomic poetry. The results of this study show that direct sensory experiences with food can enhance imagination and strengthen students' poetic imagery.

Gastronomic poetry learning has been proven to integrate culinary experiences and linguistic creativity into a single imaginative and meaningful process. However, this strategy still focuses on vocational education contexts with access to hands-on culinary practice. At the junior high school level, this is difficult to implement due to limited facilities and students' lack of experience in actual cooking or food tasting activities. In fact, junior high school students also have imaginative potential that can be developed through indirect experiences.

In today's digital age, media such as YouTube can serve as an alternative learning resource, providing visual and auditory experiences of the culinary world. Channels such as Ria SW feature a variety of Indonesian foods, along with cultural narratives, sounds,



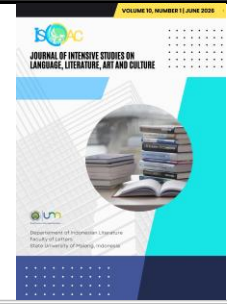
and explanations of colors, textures, and flavors that stimulate viewers' imagination. Through these shows, students can obtain a wealth of information about cuisine without having to experience it firsthand, and then express it in the form of poetry.

METHOD

This study uses a qualitative descriptive approach. This approach was chosen because the study aims to describe, interpret, and understand the characteristics of poetic expression found in junior high school students' gastronomic poetry. The researcher acts as a key instrument, observing, interpreting, and analyzing the poetry text data in depth. In this context, the researcher seeks to reveal how students express their ideas and imagination on the theme of Indonesian cuisine, as elicited by YouTube media stimuli. Using this approach, the research results are expected to provide a complete picture of the form of junior high school students' poetic expression in writing poetry on gastronomic themes. This approach also allows researchers to understand the expressive tendencies in students' poetry through visual and imaginative learning experiences.

Starting with the creative process, students use the elements of taste, aroma, and atmosphere they capture from digital media to build images and personal expressions in poetry. The research is a text analysis using the document study method. This type of research was chosen because the main data analyzed were gastronomic poetry texts written by junior high school students, produced through poetry-writing learning activities.

This research data is in the form of poetry text data obtained from poetry writing activities with a gastronomic theme for Generation Alpha in 8th grade junior high school. The data include students' poetry writing, obtained through observations during the learning process, from the idea generation stage and stimulation through Ria SW's YouTube videos, to imagination processing, diction selection, and the composition of the poem structure, culminating in the students' gastronomic poetry works. The data sources in this study comprised 33 eighth-grade junior high school students who participated in



the gastronomic poetry writing learning activity using YouTube.

The main instrument in this study was the researcher himself, because in qualitative research, the researcher acts as a data collector, analyst, and interpreter of the meaning of the data obtained Sugiyono (2022). The researcher was directly involved in the data collection and analysis process by observing, reading, and interpreting the students' poetry to discover the forms and characteristics of poetic expression that emerged. In addition to the main instrument, this study also used a supporting instrument in the form of a poetry text analysis sheet. The poetry text analysis sheet is used to record and classify linguistic aspects, such as diction, figures of speech, and style, to examine students' poetic expression. The data analysis techniques in this study are (1) data reduction, (2) data presentation, and (3) conclusion drawing.

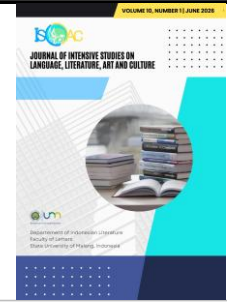
FINDINGS AND DISCUSSION

This section presents the findings and discussion of research on gastronomic expressions in poems written by junior high school students. The findings were obtained from an analysis of 33 poems written by students inspired by Indonesian cuisine, which they learned about through YouTube. The analysis focused on two main aspects: the representation of regional culinary diversity in the poems and the form of poetic expression, as reflected in intrinsic elements of poetry, including diction, imagery, and figures of speech.

Findings

Foods from various regions discussed by students from 33 poems:

Region	Percentage	Regional Food Menu
Riau	6,1%	gonggong
Balikpapan	6,1%	yellow rice
Pontianak	6,1%	fried banana



Tangerang (Pasar 8 Alam Sutera)	9,1%	layer cake, cenil, getuk, serabi, cakwe
Madura	6,1%	Madura chicken, songkem duck
Malang	3,0%	Putu cake
Banyuwangi	12,1%	sego cawuk, kesrut chicken, sweet and spicy shrimp sauce
Magelang	15,2%	sticky jackfruit rice, grilled chicken, sadegan duck, tofu lontong with peanut sauce, plered ice, mixed satay
Jakarta	9,1%	benhil satay, gandasturi, fried banana
Medan	15,2%	Padang sauce crab, chicken curry, rib soup, pop chicken
Manado	9,1%	Manado porridge, tuna jaw, woku fish
University at Banten	3,0%	description of the cafeteria atmosphere
Riau	6,1%	gonggong

Table 1. Types of food discussed from various regions

Of the 33 poems, there are diction, imagery, and figures of speech attached with samples in the table below:

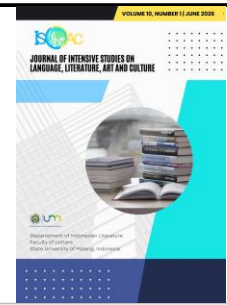
Intrinsic Elements of Poetry	Detailed Intrinsic Elements of Poetry	Percentage	Sample
diction	denotative	1,4%	favorite
diction	denotative	1,4%	becoming a hallmark of the

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			Bintan Sea
diction	denotative	1,4%	home-cooked meal
diction	connotative	8,0%	igniting the soul
diction	connotative	8,0%	My happiness comes from delicious flavors
diction	connotative	8,0%	Every bite is never dull
image	visual	15,6%	Oil is still dripping
image	visual	15,6%	The free-range chicken meat is neatly cut into small pieces
image	smell	6,5%	the aroma of ripe kepok bananas tantalizes the taste buds
image	smell	6,5%	the scent of spices wafts from the kitchen
image	touch	8,0%	the thick texture of authentic Javanese sugar
image	taste	9,4%	The savory taste remains
image	hearing	1,1%	Plates clatter on the wooden table
Figurative language	hyperbole	14,1%	Traditional flavors live on despite the passage of time
Figurative language	simile	1,1%	Like Pitung's sword in battle
Figurative language	metaphor	7,2%	The golden love born from mother's kitchen

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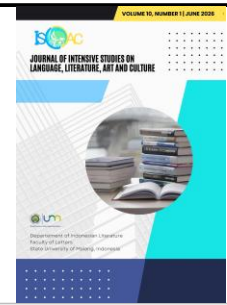
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Figurative language	personification	13,4%	Yellow rice smiles sweetly on the plate
Complexity	Touch imagery and smell imagery	0,4%	The warm sauce smells delicious
Complexity	Smell imagery and personification	1,8%	The aroma of chicken curry greets you at the door
Complexity	Visual imagery and hyperbole	0,7%	The rich meat captivates the heart
Complexity	Metaphor and taste imagery	0,4%	Nature's bounty is felt in every bite
Complexity	Olfactory imagery and hyperbole	0,7%	The jaws of tuna are fragrant worldwide
Complexity	Taste imagery and personification	2,9%	Thick, savory sauce greets the loyal tongue
Complexity	Taste imagery and hyperbole	1,4%	Fresh spiciness dances in the heart
Complexity	Touch imagery and personification	1,1%	The warm sauce invites the appetite
Complexity	Visual imagery and personification	1,1%	Long fried bananas tempt
Complexity	Visual imagery and olfactory imagery	0,7%	The fragrant colored sauce blends together
Complexity	Taste imagery and visual imagery	0,7%	The thick meat is delicious with every bite
Complexity	Touch imagery and visual imagery	1,8%	The tender meat looks shiny
Complexity	Visual imagery and	0,4%	Rainbow-colored layer cake



	metaphor		sparkles
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Table 2. Data Analysis Elements and Samples

Discussion

DICTION

Denotative Diction

The use of denotative diction in the gastronomic poems written by junior high school students is evident in their choice of words with straightforward, easily understood meanings. The word “favorite” is used by students to indicate their favorite food without any figurative meaning, thus directly referring to the food they like. The phrase “a hallmark of the Bintan Sea” is often interpreted as a marker of regional culinary identity, particularly for dishes made from fish caught in the waters around Bintan. Meanwhile, the phrase “home-cooked meal” refers to food served at home. It evokes an image of a family gathering to eat crab in Padang sauce.

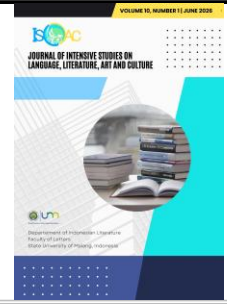
Connotative Diction

The choice of words with implied meanings, such as “igniting the soul,” is not meant literally but conveys encouragement, indicating the influence of food on one's emotional state after eating. The phrase “my happiness is born from delicious flavors” uses the word ‘born’ connotatively to express the emergence or resurgence of happiness through the enjoyment of flavors. Meanwhile, the expression “every bite never subsides” uses “subsides” to suggest that the enjoyment of flavor never diminishes or becomes bland.

IMAGE

Visual Image

A depiction of an object that the reader can see. The phrase “oil is still dripping” evokes an image of freshly fried food, allowing the reader to imagine oil still dripping from it. Meanwhile, the phrase “the free-range chicken meat is neatly cut into small pieces”



visualizes the shape of the food ingredients that have been prepared with regular cuts before being cooked. This visual imagery demonstrates the students' ability to present concrete details of the food's appearance through poetic language.

Smell imagery

The use of olfactory imagery to describe food's aroma stimulates the reader's sense of smell. The phrase "the aroma of ripe kepok bananas tantalizes the taste buds" evokes the distinctive smell of ripe bananas and arouses the desire to taste them. Meanwhile, the phrase "the aroma of spices wafting from the kitchen" describes the smell of spices spreading from the kitchen, allowing readers to imagine the fragrance of the food being cooked.

Tactile Imagination

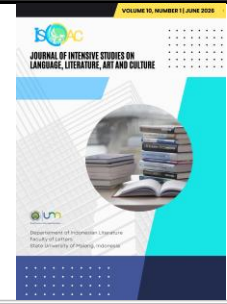
The tactile imagery in the phrase "thick texture of authentic Javanese sugar" is conveyed through the word thick, which describes the sensation of touch or taste on the tongue when encountering Javanese sugar. This expression invites readers to imagine the sugar's thick, sticky, and dense consistency when touched or tasted, thus presenting a tactile sensory experience in gastronomic poetry.

Imagination of Feelings

The sensory imagery in the phrase "the savory never subsides" is evident in the word savory, which directly refers to the sensation on the tongue. The never-ending expression reinforces this imagery by emphasizing that the delicious savory taste does not diminish even when eaten continuously.

Auditory Imagery

The use of the phrase "clattering plates on a wooden table" in the student's poem is an example of auditory imagery. The word "clinking" specifically stimulates the reader's



hearing, evoking the sound of porcelain or tableware colliding, a common occurrence in a dining setting. The background noise of the dining place described can replace concrete experiences in creating a realistic dining atmosphere for the reader.

FIGURES OF SPEECH

Hyperbole

The use of hyperbole in the phrase “traditional flavors remain alive even though time is running out” illustrates how junior high school students (Generation Alpha) express their concerns and hopes about the future of traditional cuisine. The expression “time is running out” is an exaggeration of reality to describe the acceleration of time or modernization, which feels very fast to them. Through this hyperbole, students emphasize that even though times continue to change, traditional values in food still have the power to survive.

Simile

The use of a simile in the phrase “like Pitung's sword in battle” demonstrates the student's ability to associate the physical sensation of food with local heroic narratives. The comparative word “like” indicates the student's attempt to equate the shape of fried bananas with the sharpness of the legendary Betawi weapon.

Metaphorical Figures of Speech

The use of metaphorical figures of speech in the phrase “the gold of love born from mother's kitchen” shows the depth of the student's expression in interpreting food beyond its physical form. The poet directly identifies food with “gold,” which symbolizes something very precious, noble, and valuable, and the mother cooks it.

Personification

The personification in the phrase “the yellow rice smiles sweetly on the plate” illustrates how students attribute human qualities to culinary objects to enhance their



visual and emotional appeal. The phrase “smiles sweetly” attached to the yellow rice suggests that students see the color not just as yellow but as a symbol of cheerfulness.

An analysis of these junior high school students’ poetry reveals an intriguing interplay between the culinary realities of the Indonesian archipelago and poetic creativity. The data indicate that the discussions are not limited to a single image or figure of speech. The writing of these poems involves a complex interplay between the choice of imagery to evoke atmosphere and the use of stylistic devices (figures of speech) to deepen meaning or describe culinary elements.

Tactile and Olfactory Imagery

The phrase “the warm soup smells good” demonstrates the student’s ability to combine two sensory images at once: tactile and olfactory. The word “warm” evokes a tactile image related to temperature, while “smells” directly stimulates the reader’s sense of smell. The appearance of these two images in a single sentence suggests that students are trying to create a complete poetic experience to describe both the warmth and the aroma of a dish.

Imagery of Smell and Personification

The phrase “the aroma of chicken curry greets you at the door” demonstrates the student’s creativity in combining olfactory imagery with personification. The word “aroma” directly stimulates the reader’s sense of smell, evoking the distinctive fragrance of curry spices. Meanwhile, the use of the verb “greet” gives the aroma human characteristics, as if the food aroma were aware of the subject’s presence. This combination creates the impression that culinary objects are not just inanimate but entities that actively engage the five senses.

Visual Imagery and Hyperbole

The use of the phrase “juicy meat that tempts the heart” demonstrates the student’s ability to integrate visual imagery with hyperbole to create a strong culinary appeal. The



diction “fatty meat” serves as a visual imagery that explicitly describes the texture and physical appearance of food that looks juicy or fatty, which in the context of gastronomy is often considered an indicator of deliciousness. Meanwhile, the clause “captivates the heart” is a form of hyperbole that exaggerates the food's visual impact to the point of deeply affecting one's feelings or inner self.

Metaphorical Figures and Sensory Imagery

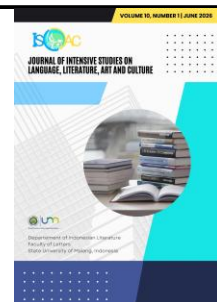
The phrase “nature's bounty is felt in every taste” demonstrates the student's ability to combine metaphorical figures with sensory imagery to convey the dish's noble value. The diction “nature's bounty” is a metaphor that likens food to a gift or sacred offering from the universe. The use of this metaphor elevates culinary objects from mere commodities of consumption to something of spiritual and ecological value. Meanwhile, the clause “felt in every taste” reinforces the sensory imagery, emphasizing a deep, comprehensive experience of the tongue.

Imagery of Smell and Hyperbole

The phrase “world-famous fragrant jaws” is a powerful expression because it combines olfactory imagery with hyperbole. The word “fragrant” specifically evokes the reader's sense of smell of the distinctive aroma of savory fish dishes. However, the use of the words “fragrant” and “world-renowned” does not mean that the aroma can actually be smelled throughout the world. This is a form of hyperbole, an exaggerated statement, to emphasize that the aroma and taste of tuna jaws are exceptionally delicious and internationally recognized.

Sensory Imagery and Personification

The phrase “thick, savory sauce greets the loyal tongue” demonstrates the student's ability to combine sensory imagery with personification. The words “thick and savory” provide a specific description of the texture and taste to the reader's sense of taste,



reflecting the physical qualities of a savory dish. Meanwhile, the use of the word “greet” on the tongue, which is referred to as “loyal,” is a form of personification that describes the taste of food as if it has the awareness to communicate or engage in intimate interaction with its connoisseurs.

Sensory Imagery and Hyperbole

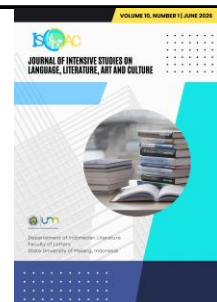
The phrase “spicy freshness dancing in the heart” demonstrates the student's ability to craft a highly dynamic sensory experience by combining sensory imagery with hyperbole. The diction “spicy freshness” provides a concrete description of the dish's contrasting yet balanced flavors, which directly stimulate the taste buds. However, the sensation of the taste “dancing in the heart” is a form of hyperbole that exaggerates the meaning of pleasure, happiness, and enjoyment of a dish's fresh, spicy taste when eaten.

Tactile Imagery and Personification

The use of the phrase “the warm soup whets the appetite” demonstrates the student's ability to construct sensory experiences by combining tactile imagery and personification. The phrase “the warm soup” provides a concrete description of the dish's temperature, directly stimulating the tactile and digestive senses. However, the action of the soup “inviting the appetite” is a form of personification that gives human characteristics to an inanimate object, namely, soup, which means that the dish has an active appeal and communicative power to arouse a strong desire to eat in anyone who tastes it.

Visual Imagery and Olfactory Imagery

The use of the phrase “colorful and fragrant sauce” demonstrates the student's ability to combine visual and olfactory imagery simultaneously. The diction “colored sauce” provides a concrete description of a dish's visual aesthetics, drawing the eye with color pigments (such as turmeric yellow or chili red), which serve as early indicators of deliciousness before the food is tasted. Meanwhile, the word “fragrant” conveys a complex



aromatic dimension in which various spices and herbs blend harmoniously. The combination of these two images means that the students' gastronomic expression is not only focused on the taste on the tongue, but also on the aesthetic unity between what is seen and what is smelled, which can evoke memories and appetite.

Sensory and Visual Imagery

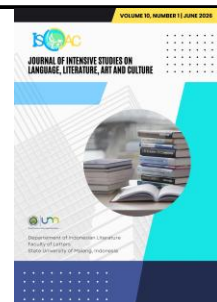
The phrase “every bite of thick meat is delicious” demonstrates the student's ability to combine visual and sensory imagery. “Thick meat” provides a concrete visual description of the volume and texture of the dish, which appears substantial and psychologically gives the impression of luxury and satisfaction to those who enjoy it. Furthermore, the phrase “delicious with every bite” is a form of affirmation through sensory imagery, describing the consistent deliciousness experienced with each bite. This combination means that the students' gastronomic expressions include an appreciation of ingredient quality, with the physical aspect (thickness) directly proportional to the inner satisfaction (deliciousness) felt during the mechanical process of eating.

Tactile and Visual Imagery

The phrase “soft meat looks shiny” demonstrates the student's ability to combine tactile and visual imagery. The diction “soft meat” provides a concrete description of the texture of food that feels soft to the touch, often associated with perfect food preparation. Meanwhile, the phrase “glistening” evokes an image of oily or soupy dishes, which psychologically gives the impression of freshness and appetizing deliciousness.

Visual Imagery and Metaphorical Language

The use of the phrase “rainbow-colored layer cake” demonstrates the student's ability to combine visual imagery and metaphorical language. The phrase “rainbow-colored” provides a visual image of the variety of colors layered on the cake, which immediately attracts the attention of the sense of sight. However, referring to the colors as “shiny” is a metaphor that likens the cake's appearance to a bright burst of color, making it



look cheerful.

CONCLUSION AND SUGGESTIONS

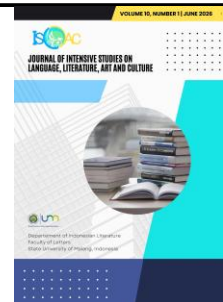
The number of poems sampled for this study was 33, written by junior high school students and discussing foods from various regions, including Riau, Balikpapan, Pontianak, Tangerang, Malang, Banyuwangi, Magelang, Jakarta, Medan, Manado, and Banten, to preserve the culinary culture of the archipelago.

Visual, olfactory, gustatory, tactile, and auditory imagery were predominantly used to describe the food's aroma, texture, and temperature in concrete terms. However, several poems also emphasized that cuisine is a heritage that will never fade. The use of personification, hyperbole, metaphor, and simile reinforces the depth of the students' expressions in interpreting food. This proves that food is not only seen as a means an satisfying hunger but also as a symbol of love, cultural identity, and a legacy of values that will never fade, even as times change.

The complexity of expression in the students' poems arises naturally from their efforts to describe the food they will turn into poetry. This phenomenon shows that when students try to provide a complete description of a dish, they tend to go beyond a single description and unintentionally create a combination of various images and figures of speech. This research was inspired by data centered on a single channel. Recommendations for future research include expanding the YouTube channel to provide more information to students. Teaching materials should also be developed to help teachers guide students in incorporating messages or meaning into their poems, even when the theme is gastronomy.

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