

USING POEM GENERATOR IN WRITING POEM: 11TH GRADE OF MAN SIDOARJO'S STUDENTS VOICE

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ABSTRACT Latterly, writing poems manually becomes such a hesitating process in the realm of senior high school students. Lack of experience in writing poems is also one of the difficulties for them. Thus, a poem generator namely Poem Generator was conducted to aid students writing poems. This study aimed to describe the students' voice related to the use of Poem Generator in writing poems. This study is guided under the descriptive qualitative research design through close-ended questionnaires and semi-structured interview to answer the research question. There were 31 students of XI IPA 1 and 2 were involved as the participants in answering the questionnaire and 6 random selected students were also involved in the interview. The result revealed that the majority of students considered the use of Poem Generator helpful in writing poetry instantly. Although the meaning was sometimes difficult to understand, some participants agreed that the Poem Generator website helped them gain new vocabulary and was a fun experience because they got to know new technology.

Keywords: Poem Generator, writing, students' voice

INTRODUCTION

Learning English skills, especially writing, is such an important thing amongst the four skills of the language. This is in accordance with Brown (2004), writing skill is a field of language used to record speech and facilitate grammatical and lexical elements of language. Additionally, writing can be unique as a skill because of its own characteristics and conversations. In addition to this, poetry can be defined as an expression of feelings expressed in short language. Furthermore, according to Hudson (in Mahmudah, 2012: 2), poetry is a branch of literature that uses words as a delivery medium to produce illusions and imaginations, as well as paintings that use lines and colors in describing the ideas of the painter. Ismail (in Rimang, 2011: 31) states that poetry is a means of expressing thoughts and feelings. According to Spiro (2004), writing a poem involves exchanging ideas, writing, revising, asking friends to respond to the poem, and rewriting. It means practicing writing skills in a real and meaningful way.

Moreover, this research focuses on exploring students' voices regarding the use of Poem Generator in writing poems. John and Briel (2017) stated that the term "student voice" has two meanings in education. It refers to the expression of individual and group student values, ideas, beliefs, and perspectives in a school, as well as teaching approaches and techniques that are based on student choices, interests, passions, and ambitions. Students will feel more invested in their own learning if you listen to their preferences, interests, and opinions and act on them.

Other than that, writing poems manually somehow becomes exhausting for students, especially at the senior high school level since it costs a lot of time to prepare and think about the appropriate vocabulary (Wahjuningsih, 2019. P. 143). Additionally, from the preliminary research to the students in a senior high school level, the researchers also found out that students in selected classes had less experience in writing poems. Hence, from the phenomenon that occurred in the field, the researchers then considered utilizing a tool to aid students writing

poems in a simpler way. Therefore, Poem Generator was conducted in the class to aid students writing poems.

A study related to the poems in junior high school level was conducted by Siagian, et. al. (2020) explored the ability to write poems based on a picture as the media. However, the research did not explore the use of a poem generator. There also has been another study from Aryusmar and Putra (2014) which investigates the effectiveness of teaching creative writing using cinquain poetry. The study described the students' responses during the learning process of writing using cinquain poetry. However, none of those studies explored writing poems using a poem generator. Accordingly, this present research comes to explore the poem generator in order to expose the new insights of writing poems using a generator. Hence, this study aims to describe the students' voice regarding the use of Poem Generator in writing poems. Further, the researchers formulated the research question into: How was 11th grade in MAN Sidoarjo students' voice in using Poem Generator for writing poems? Through the close-ended questionnaire and semi-structured interview under the guidance of the descriptive qualitative method, the research question was answered.

LITERATURE REVIEW

Poem Generator

According to the description mentioned by the Poem Generator, this generator is a set of text generator tools aimed at assisting aspiring writers in the creation of a range of media, such as stories, song lyrics, poetry, letters, and names. In this study, the researchers used a website namely <https://www.poem-generator.org.uk/> which consists of several types of poem. Those types are free verse, quick poem, haiku, didactic cinquain, rhyming couplets, sonnet, villanelle, limerick, acrostic, love poem, narrative poem, line by line, concrete, and tanka in which, every single type has their own characteristics. The writers are able to choose the type of poems according to their wishes. In this present study, the researchers required the students to select the free verse as the type of poems.

Students' Voice

Student voice is defined as students actively participating in their schools, communities, and educational system, contributing to decision-making processes, and collectively affecting outcomes by expressing their concerns, thoughts, and ideas. In this research, students' voice refers to the contribution of students in expressing concerns related to the use of Poem Generator in writing poems.

Writing

Writing is the act of expressing thoughts, opinions, or ideas in written language for the purpose of conveying them to a reader. According to Akhadiah, et al., writing consists of the following steps: It is, first and foremost, a means of communication. It is a mental process that begins with consideration of the concepts to be communicated. It differs from conversation in that there is no intonation of physical face expressions in writing, as well as the events that surround the discussion. It is a wide range of communications that require explanatory "tools" as well as proper spelling and punctuation. It is a method of communicating the writer's ideas to the audience. In this current research, writing is applied in poems.

Research about the effectiveness of teaching creative writing using cinquain poetry was conducted by Aryusmar in 2014. The research design of this research was used descriptive qualitative analysis which aimed to know the effectiveness of teaching creative writing using Cinquain poetry and to find out the students' response toward the Cinquain poetry. The research was conducted at Lia Stephanie School and involved the students of III-A and III-B classes which consist of twenty-two students in each class as the participants. In this research,

there were five meetings. In the first meeting, the participants had a pre-test and in the last meeting, the participants had a post-test. Then, the results of participants' pre and post-test were compared to be analyzed. At the end of the research, it can be concluded that teaching writing using cinquain poetry has proved to be an effective medium at Elementary School.

The next study is done by Siagian et.al in 2020 about ability of writing poetry using the media picture grade students VIII SMP 1 PSKD Jakarta Pusat. The study aimed to find out the students' ability to write poetry based on image media. The participants of this research were 151 students of VIII grade of SMP 1 PSKD Jakarta Pusat. Descriptive statistics was used as the data analysis technique to describe the results of writing poetry ability using media pictures. The results of the data showed that the students of grade VIII SMP 1 PSKD Jakarta Pusat are able to write poetry based on the media images.

RESERACH METHODS

Approach and Research Design

This study was guided under the descriptive qualitative research design in the form of descriptive research. Creswell (2012) described that one of the descriptive qualitative research's characteristics is to provide exploration of certain problems and in-depth information related to the phenomenon discussed. It goes in line with the aims of this study in which to explore how students' voice in using Poem Generator for writing poems.

Participants/Data & Sources of Data source

Participants of this study were 31 students from both XI IPA 1 and 2 in MAN Sidoarjo. The researchers chose those 2 classes since the Poem Generator website applied for writing poems in these 2 classes. The researchers spread an online questionnaire using Google Form consisting of 11 close-ended questions related to the students' perception about Poem Generator after using the website. In addition, a semi structured interview also had been conducted in order to gain deeper information about students' answers from the questionnaire. There were 6 students involved in the interview which was chosen randomly by the researchers.

The data of this present research is the students' voice related to the Poem Generator that was used for writing poems. The data were gathered through the questionnaire and interviewing the students.

Research Instruments

In order to obtain the data, the researcher used these following instruments as a tool to help researcher attain data:

Close-ended Questionnaire

The researcher formulated 11 questions related to the students' voice after using the Poem Generator website in writing a poem. A close-ended questionnaire is defined as a question which requires the respondents to pick out among specific responses to each question (Laura Colosi: 2006, p. 2). In this questionnaire, the researcher formed a close-ended questionnaire with unpretentious questions. The students were required to choose "Yes" or "No" based on the statements formulated. In addition, the researchers used the Google Form to collect the students' responses of the questionnaire.

Interview Guideline

The researcher used a semi-structured interview in order to obtain information from the lecturer regarding the authentic speaking assessment using a vlog video project. Semi-structured interview is defined as the excellently suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up inquiries

(Adams: 2015). In this type of interview, the interviewer prepared a list of questions but not necessarily asked them all, or touched on them in any particular order, used them instead to guide the conversation. In some cases, the interviewer prepared only a list of general topics to be addressed. Therefore, to explore the students' descriptions addressed to Poem Generator which used to help writing poems, the interview guidelines were formulated. The interview in general addressed students' experiences in using Poem Generator in writing poems, students' feeling in using the website, and students' perception about the process and the result from the poems writing. In addition, the researchers conducted the interview session orally.

Audio recording

In conducting the oral interview with the students, the researcher used a mobile phone and used a voice recording feature to collect and save the interview results.

Data Collection Process

The process of collecting the data was done through these following steps. First, the researchers formulated the research questions based on the phenomenon occurring in the field; XI IPA 1 and 2 students who take the English literature subject of MAN Sidoarjo. Second, the researchers selected the appropriate research design to accurately answer the research questions and continued to select the scope and limitation of the research. Third, the researchers then applied the Poem Generator in the class. Next, the researchers collected the data based on the students' perception in using Poem Generator in writing poems. The data were collected through spreading close-ended questionnaires and conducting the interview. Furthermore, the researchers saved the data of the questionnaire results in the Google Form. Additionally, the audio recorder from the mobile phone helped the researcher to keep saving the interview results. Next, the researcher analysed the data from the appropriate theories. Finally, as the data were collected, the researchers concluded the results and reported the observation outcome.

FINDINGS AND DISCUSSION

Findings

The results of the study were obtained from two classes consisting of 31 students. Students tried website 1 once when learning poem material for writing skills. The students indicate that the use of Poem Generator is interesting and something new for students. In addition, this website is also a new media that teachers know about since teachers usually suggest students to write poetry manually. After distributing the questionnaire, the researchers found the outcomes of students' questionnaires are shown in the table below.

Table 1. Students' Perceptions on the Use of Poem Generator in Writing Poem

No	Question	Yes	No
1.	<i>I used to write poem</i>	93,5%	6,5%
2.	<i>I once wrote poem using Poem Generator</i>	87,1%	12,9%
3.	<i>Poem Generator helps me write poem</i>	87,1%	12,9%

Table 1 shows that most respondents (Yes= 93.5%) in the study have written poem. The students (Yes= 87.1%) stated that they had used the Poem Generator. In addition, (yes= 87.1%) students think that Poem Generator helps them in writing poem. Although there are students who choose no (12.9%), it can be concluded that the gap between yes and no can indicate that students give positive responses to the use of Poem Generator in helping students to write a poem.

Table 2. Students' Perceptions on the Use of Poem Generator in Writing Poem

No	Question	Yes	No
4.	I prefer to write poem manually	51,6%	48,4%
5.	I prefer to write poem using Poem Generator	61,3%	38,7%
6.	Poem Generator helps me write poem according to the theme	80,6%	19,4%
7.	Poem Generator helps me to write poem independently	74,2%	25,8%

Table 2 shows that most students prefer to write poem manually (yes= 51.6%) rather than using Poem Generator (no= 48.4%). However, a few students also said that they prefer to write poem using Poem Generator (yes= 61.3%). Although many students prefer to write poem manually, they think that the poem generator helps them to write poem according to the theme they want (80.6%). In addition, students also think that Poem Generator helps students write poem independently (74.2%).

Table 3. Students' Perceptions on the Use of Poem Generator in Writing Poem

No	Question	Yes	No
8.	Poem Generator helps me write poem creatively	80,6%	19,4%
9.	Poem Generator affects the quality of my poem	80,6%	19,4%
10.	The steps for writing poem in Poem Generator are easy to understand	87,1%	12,9%
11.	Poem Generator results match my expectations	51,6%	48,4%

Table 3 shows students' response on the effect of the Poem Generator on their poem. The table showed that (80.6%) responses choose yes with the statement that Poem Generator helps students in writing poem creatively. Next, (80.6%) respondents also choose yes with the statement that Poem Generator affects the quality of students' poem. Both of these statements have the same number of percentages. Most students think that the steps on the website to write a Poem Generator are easy to understand (87.1%). In the last statement, many respondents chose (No= 51.6%). Respondents thought that the results of the Poem Generator did not meet their expectations. However, not a few respondents also stated that the results of the Poem Generator were in line with their expectations (48.4%).

Students' Perceptions on the Use of Poem Generator in Writing Poems

The data revealed that students had mixed feelings about using Poem Generator in the classroom. However, the majority of the study's participants viewed Poem Generator use positively. The students who took part in the study agreed that Poem Generator helped them in writing poems instantly. This website does not take up a lot of internet data and its use is quite easy because students only need to enter the words the website asks for. In addition, if students are confused about choosing a word, Poem Generator also provides a "suggest" button that will help them to get the suitable vocabulary.

Students said that Poem Generator helps them to make poems instantly because of their lack of vocabulary. The role of Poem Generator is also quite considerable since students are used to writing poems using Indonesian. Therefore, just typing vocabulary in the Poem Generator and clicking the "Write me a poem" button on the website is very helpful for students. On the other hand, some students prefer to write poems manually for the reason that

the poem they get from the Poem Generator is not as they expected and the meaning of the poem is hard to understand and odd. Thus, students prefer to create their poems manually and find their own vocabulary or sentences. Writing manually is more complicated but the results will be better.

Poem Generator assists students to write independently and creatively since making manual poems will establish students to look for references on the internet and not as original as using Poem Generator. Students are also able to determine the theme and vocabulary they want. Besides, students can write the poems according to the commands on the Poem Generator. Poem Generator also has an effect on students' poem results. Various kinds of reactions students give when reading their poem and looking for its meaning. Some students said that their poetry did not meet expectations, did not fit the theme, and the language was too strange. The results from the poem generator are not always good, but students can find the right poem by continuing to press the "refresh" button until they get the right poem according to the theme they choose.

Students will recommend Poem Generator for beginners and people who rarely write poems in English. They can look for a poem according to the theme they want, or use the poem from Poem Generator as a reference in making poetry. However, for an expert who is used to making poetry manually and independently, probably using a Poem Generator will help to get ideas and make the poem better.

Discussion

This study aims to determine the response after using the Poem Generator media to write poetry in 11th grade students at MAN Sidoarjo. in terms of the results of questionnaires and student interviews. The findings obtained in this study can be described.

The results of questionnaires and student interviews showed that students give a positive response to the use of the Poem Generator to write poetry. Poem Generator helps students to write poetry according to the theme that students want, engages students to think creatively, helps students write poetry independently, and the instructions for using Poem Generator are easy to understand. However, a few students prefer to write manually because the results of the poetry from the Poem generator do not match students expectations and the sentences are not easy to understand.

The poem from Poem Generator usually already contains figurative language. To understand the meaning of this figurative language, students need time. while students usually directly translate all the poems in the dictionary which makes the meaning difficult to understand because sometimes sentences from poetry use figurative language which contains different meanings from the original sentence. Writing figurative language is indeed not easy for students. It was mentioned in the study conducted by Siagian, Rafli & Attas (2020). It is stated that in writing poetry, the aspect of students who get the lowest score is figurative language.

Besides, from Poem Generator, students get new vocabularies. Writing a poem will improve students' vocabulary mastery when the activity is carried out several times during learning (Wardani). In addition, students will also feel more motivated when learning because the teacher uses technology in the classroom. It satisfies students' technological addiction, the utilization of technology might stimulate their attention. Students who are digital natives may be interested in learning because they enjoy using technology in the classroom (Mustafa, 2015).

CONCLUSION AND SUGGESTION

Poem Generator was implemented in XI IPA 1 and 2 class as the tool to aid students write poems creatively, independently, and suitably with the theme. Students are also able to explore and think critically of the meaning of the poem. Therefore, they learn to write poems

as well as learn the meaning of the poems at the same time. The results of the interview revealed that students find it interesting since Poem Generator brings them new insight into how writing poems can be done through. Besides, the students also recommend novice writers to use the Poem Generator since it aids a lot to find the new vocabulary and the suitable theme of the poems. and for people who are used to writing poetry, the poems obtained from the Poem Generator can be a reference when writing poetry.

The researchers suggested to the next researchers to conduct research regarding the Poem Generator at the university level, or in an English literature course at university level since the university students or English literature students probably need more about the generator. Thus, it should be more interesting to explore the comparison between general university students' poems and English literature students' poems. Moreover, this research using Free Verse poems. There are many types of Poem available in Poem Generator such as quick poem, sonnet, and acrostic. Therefore, the researcher recommends in the next research to try genres other than Free Verse to get varied results.

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