STUDENT'S PERCEPTION ON   THE CHALLENGING PROCESS OF WRITING POEM IN CREATIVE WRITING CLASS AT ENGLISH EDUCATION STUDY PROGRAM

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Abstract

The objective of this research is to know students' perception on the challenging process of writing poems in creative writing class. This research uses descriptive qualitative research approach with a case study method. The research was conducted in the fourth semester students of English education study program, Pattimura University. The sample of this research was 65 students. The instruments used for collecting the data were classroom observations, questionnaire and interview. The result of this study showed that most of the fourth semester students have challenges in writing poems. There were three types of challenges that the students faced during writing poems namely vocabulary, figurative language and grammatical problem. To overcome those challenges the students employed strategies namely, using dictionary, using internet, and translating. These findings suggest that it is important for the lecturer to know about the challenges that the students faced during writing poems and the strategies their employed to overcome the challenges, in it to improve the process of writing poems

Key words : Students' Perception, Challenges, Creative Writing, Poem, Writing Poem, English Education

The significant finding:

The finding showed three types of challenges that the students faced during writing poems namely vocabulary, figurative language and grammatical problem. To overcome those challenges the students employed strategies namely, using dictionary, using internet, and translating. These findings suggest that it is important for the lecturer to know about the challenges that the students faced during writing poems and the strategies their employed to overcome the challenges, and improve the process of writing poems so that it will be better.

ARTICLES

I. INTRODUCTION

With the widespread availability of well-known English literary works, more people are developing an interest in reading and enjoying various forms of literature, including novels, short stories, fiction, non-fiction, poetry, prose, and other creative texts. Creative writing has now become an integral part of higher education curricula. Maley (2012) defines creative writing as the creation of aesthetically focused texts, which are often expressed in literary forms such as poems and stories. According to Maley, creative writing centers on imaginative depictions of emotions, events, characters, and experiences rather than strict factuality. Unlike academic writing, which emphasizes following language rules, creative writing prioritizes personal expression, enabling students to convey their ideas and imagination. Creative writing includes activities such as writing poetry, stories, and plays.

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This study focuses specifically on the poetry-writing process undertaken by students in a creative writing class within an English education program. Poetry, a common component in English classrooms, is one of the literary genres students explore. Olila and Jantas (2006) define poetry as a form of structured, rhythmic verbal or written language intended to tell a story or express emotions, ideas, or states of being. Kırkgöz (2014) observes that writing poetry significantly enhances students' creativity and confidence in using language creatively and effectively. Writing poetry provides students with a meaningful purpose and allows them to reflect on their thoughts and emotions by choosing words that convey their ideas and experiences precisely. However, many students, especially those whose first language is not English, find poetry writing challenging. They often draft their work in their native language before translating it into English. Iida (2016) highlights the difficulties students face when trying to express opinions and imagination in English. Iida (2018) also notes that students encounter obstacles such as integrating their ideas, limited self-expression due to structural constraints, difficulty expressing emotions, and limited vocabulary for conveying feelings in English. Bahri (2020) adds that students struggle with the choice of words and literary phrases in poetry. Translating poetry from a first language to English poses additional challenges, as students must carefully choose words that convey the correct rhyme, rhythm, and tone.

In the English Education Study Program, literature is a required subject. Students must complete courses such as Literature in Language Education, Creative Writing in Language Education: Poetry, Creative Writing in Language Education: Short Story, and Creative Writing in Language Education: Drama. Poetry is a mandatory subject, as students can take other creative writing classes like poetry, short story, and drama after completing Literature in Language Education. In the poetry class, students learn about analyzing, reading, and writing poetry.

Drawing on the researcher's experiences and interviews with students who completed the Creative Writing in Language Education: Poetry class, it is evident that poetry writing is challenging, particularly for non-native English speakers who may first write in their native language and then translate it into English.

A previous study by Sulastri and Pujasari (2019) titled "How Do I Write Poetry? Investigating Students' Creativity in Writing Poetry" found that poetry classes can improve students' creativity, critical thinking, and language skills, particularly in reading and writing. Creative writing classes serve as a space for students to explore poetry, and poetry writing projects have led to notable achievements, with students creatively exploring various themes. Students also provided positive feedback, reporting that they developed an interest in reading. This study aims to examine students' creativity in writing poetry and the challenges they face in the process.

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Based on the explanation, the researcher is inspired therefore initiated to conduct the same study but with different instruments of data collection and participants, entitled "Student's Perception on the Challenged Process of Writing Poem in Creative Writing in Creative Writing Class at English Education Study Program" to know more about the process of writing poems in EFL context, especially in English Education Study Program at Pattimura University.

II. METHODOLOGY

A research design outlines the researcher's approach to understanding a specific group or phenomenon within its context. This study aims to examine students' poetry-writing processes and adopts a case study method. Creswell (2003) describes a case study as an in-depth exploration of a program, event, activity, process, or individuals. According to Creswell (1998), a case study typically includes an analysis of the problem, context, key issues, and insights gained. Data collection is thorough, involving multiple sources such as questionnaires and interviews, with the researcher spending time on-site to interact with participants. Findings include patterns or lessons relevant to existing theories.

The populations of this research were the students who took Creative Writing in Language Education (Poetry) in class B in the academic year 2022/2023. The sample of this research is students of the English Department in the fourth semester of class B which consists of 65 students. For this research, to select the sample for interview, the researcher used purpose sampling to choose sample based on

some criteria were the students who take Creative Writing Class: Poetry and the students had higher score and lower score in this project, in particular there were 5 students who were interviewed.

To Gather the data, Researcher used several instruments such as Classroom Observation, Questioners and Interview. Data from classroom observation was analyzed based on the notes taken during the research and are presented in descriptive form. The data from Questionnaires was analyzed using the formula of Anas Sudijono (2005) as cited in Indarto (2012).

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Number of Percentage

F : Frequency

N : Number of case (Number of frequency)

100%: constant number

Data from the interview was used to support questionnaires and was written into a paragraph. The researcher created transcript to find result of interview data and to support result of data questionnaire. The result of the interview is presented in descriptive form.

III. FINDINGS
Result of Classroom observation

The Creative Writing class had 16 meetings covering seven topics. Due to time constraints, the researcher observed three weeks focused on Contrast Poems.

In the first week (June 2, 2022), the researcher observed the lecturer introducing

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Contrast Poems, using a local example about the *"tari topeng"* (mask dance) from West Java. After explaining the poem's structure, students were asked to identify attributes of the dance and complete sentences using synonyms. They then began drafting their contrast poems on traditional Indonesian dances, consulting the lecturer on titles, structure, and content.

In the second week (June 9, 2022), students practiced reading their poems aloud, receiving feedback and questions on content and style from peers and the lecturer.

In the third week (June 16, 2022), students presented their final poems, each allotted about 10 minutes.

The observations highlighted four steps in the poetry-writing process in this class: discussion (where the lecturer explained the poem type and examples), title consultation, poem development, and poem reading practice.

Result of Questionnaire

The questionnaire has 21 questions divided into three sections: the poetry writing process (14 questions), challenges in writing poetry, and strategies to overcome these challenges. Responses range from 1 (Strongly Disagree) to 5 (Strongly Agree).

Part 1: Process of Writing Poetry

No	Statement	Degree of Agreement				
		1	2	3	4	5
1	One of the content materials in creative writing was about poetry	1 (1,5 %)	0 (0 %)	1 (1,4 %)	16 (2 4,6	47 (7 2,3
				%)	%)	%)
2	In the discussion, the lecturer explained about the types of poetry and their patterns.	3 (4,6 %)	0 (0 %)	0 (0 %)	9 (1 3,8 %)	53 (8 1,5 %)
3	In the content class discussion, there were 7 types of poetry to be learned, and practiced to write	2 (3,1 %)	2 (3, 1 %)	2 (3, 1 %)	17 (2 6,2 %)	42 (6 4,6)
4	In the class, the lecture asked students to create their own poem according to the type of poetry	2(3,1 %)	0(0 %)	0(0 %)	11 (1 6,9 %)	52 (8 0 %)
5	In the class, students needed to choose a title according to the type of poetry	2(3,1 %)	4(6,2 %)	3(4,6 %)	14 (2 1,5 %)	42 (6 4,6 %)
6	Students started to write poetry text from setting title, content in outline following the purpose of suitable character of particular poetry text type	1(1,5 %)	1(1,5 %)	2(3,1 %)	22 (3 3,8 %)	39 (6 0 %)
7	In the class, students were asked to identify similar word-term in other poetry text types to use in students' writing, in each text types of poetry	2(3,1 %)	2(3,1 %)	2(3,1 %)	15 (2 3,1 %)	44 (6 7,7 %)
8	Students need critical and creativity of idea to relate sentences and explore it following the needs of poetry text type in students writing	1(1,5 %)	1(1,5 %)	1(1,5 %)	15 (2 3,1 %)	47 (7 2,3 %)
9	Students tried to construct their ideas in writing according to the pattern of particular text type of a poetry	2(0%)	2(3,1 %)	2(3,1 %)	16 (2 4,6 %)	45 (6 9,2 %)
10	In students' poetry writing, they needed to develop consultation to lecturer in the steps of process and content of writing	1(1,5 %)	5(7,7 %)	11 (1 6,9 %)	14 (2 1,5 %)	34 (5 2,3 %)

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11	Students continue poetry writing to the development independently to a ready submitting text	1(1,5%)	1(1,5%)	0(0%)	21(32,3%)	42(64,4%)
12	Students were not only asked to produce text but also to practice reading their own poem.	1(1,5%)	1(1,5%)	1(1,5%)	13(20%)	49(75,4%)
13	In students' reading of an own Poem, other students had opportunity to criticize and ask questions to the presenter	0(0%)	5(7,7%)	2(3,1%)	16(24,6%)	42(64,6%)
14	In students' reading of a poem, their own poem, lecturer had also a chance to provide feedback	0(0%)	2(3,1%)	1(1,5%)	12(18,5%)	50(76,9%)

Based on the table, **Item 1**: 47 students (72.3%) strongly agree that poetry was a key topic in creative writing, enhancing their understanding of Indonesia's beauty and diversity. **Item 2**: 53 students (81.5%) strongly agree that each session covered poetry types and patterns, aiding correct poetry creation. **Item 3**: 42 students (64.6%) strongly agree they learned seven poetry types (acrostic, adjective, bio.) and practiced writing them. **Item 4**: 52 students (80%) strongly agreed it was both fun and challenging to create poems, and they regularly presented them in class. **Item 5**: 42 students (64.6%) strongly agreed they could choose poem titles related to themes like culture and traditional rituals. **Item 6**: 39 students (60%) strongly agree that they researched online to find information on poem topics. **Item 7**: 44 students (67.7%) strongly agree they enriched vocabulary by finding synonyms, improving their poetry quality. **Item 8**: 47 students (72.3%) strongly agree that creativity is essential for compelling poetry.

Item 9: 45 students (69.2%) strongly agree that following poem patterns was challenging but necessary for proper structure. **Item 10**: 34 students (52.3%) strongly agree that consulting with lecturers improved their understanding of poetry assignments. **Item 11**: 42 students (64.4%) strongly agree that gathering related words helped start their writing process. **Item 12**: 49 students (75.4%) strongly agreed they practiced reading poems, which enhanced their pronunciation and intonation. **Item 13**: 42 students (64.6%) strongly agree they could critique and discuss peers' poems for accuracy. **Item 14**: 50 students (76.9%) strongly agree that feedback from classmates and the lecturer improved their poems.

Part 2: Challenge in writing poetry

No	Statement	Degree of Agreement				
		1	2	3	4	5
15	In writing, students got many types of difficulties to fulfill the needs of writing a poetry text, in almost aspects	3(4,6%)	6(9,2%)	10(15,4%)	23(35,4%)	23(35,4%)

Based on the table above, the result of item number 15 shows from 65 students, 23 students strongly agree (35,4%) they stated that especially about vocabulary, and also every type of poem have their own difficult. Besides, they also mentioned that they tried to find a new similar vocabulary, because the lecturer asked them to not use the common word but tried to explore more to raise up their vocabulary.

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Part 3: Overcome the Challenge

No	Statement	Degree of Agreement				
		1	2	3	4	5
16	When students were in writing process, they use to search meaning of difficult words via internet online to develop and complete their poem	1(1,5%)	1(1,5%)	5(7,7%)	15(23,1%)	43(66,2%)
17	To fulfill the need of a poetry writing in all aspects, the main sources of students was the internet sources.	1(1,5%)	6(9,2%)	6(9,2%)	15(23,1%)	37(56,9%)
18	In writing a text of poetry, students were also tried to fulfill all the elements of sound in a poetry via online, such as: rhythm, repetition, and alliteration.	4(6,2%)	4(6,2%)	6(9,2%)	18(27,7%)	33(50,8%)
19	In writing a poetry, students used internet as their main resources to fulfill the need of a poetry text writing, such as in: sound,imagery,and figurative	1(1,5%)	3(4,6%)	5(7,7%)	18(27,7%)	38(58,5%)
20	Every of student has his/her own ways to overcome any personal problem in writing a text of poetry.	1(1,5%)	2(3,1%)	3(4,6)	20(30,8%)	39(60%)
21	Some students overcome their problems in a poetry writing by reading a text books and doing consultation with lecturer and friends	0(0%)	3(4,6%)	8(12,8%)	22(33,8%)	32(49,2%)

Based on the table, Item 16: 43 students (66.2%) strongly agree that the lecturer encouraged vocabulary expansion, using dictionaries and Google Translate for word meanings. Item 17: 37 students (56.9%) strongly agree they primarily relied on the internet for inspiration, title ideas, and vocabulary, which helped enhance their poetry. Item 18: 33 students (50.8%) strongly agree they used Google for pronunciation to ensure accurate expression in their poetry. Item 19: 38 students (58.5%) strongly agree the internet's images and sounds inspired their poetry, especially for figurative language. Item 20: 39 students (60%) strongly agree they sought online explanations to understand errors and used dictionaries to address vocabulary gaps. Item 21: 32 students (49.2%) strongly agree that discussing with peers helped them solve challenges in writing poetry.

Result of Interview

The interview was carried out to answer research question number 2 and 3. The interview consists of 4 questions, 2 questions were asked to find out challenges in writing a poem, and 2 questions asking about how the students overcome those challenges. The type of this interview was open ended Questions.

Challenges in Writing Poetry

The challenges are as follows:

1. Vocabulary.

The interviewees stated that the first challenge they had when writing a poem was vocabulary.

Student 1: In my opinion, the challenges in writing poem is related to vocabulary mastery, because we needed to look for new words and then made in the form of sentences.

Student 2: I think the first challenge in writing poem is having to find good vocabulary

Student 3: In my opinion, the challenge that I found while writing poem was in choosing word

When the researcher asked why vocabulary become a challenge for them, they answered because they have to find a new word or

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synonyms of the word and also the word which rhymed to the pattern of word they choose.

Student 4: why Vocabulary? because I should search new word or similarities word related to verb and adjectives to use in writing poem. Student 3 because the word must be related to the patterns in each type of poety, meaning that the word chosen must be rhyming. In other side in choosing word for example in creating Adjectives Poem, we should identifying and describe a single topic using adjectives, like used word 'beautiful' we have to identifying for similarities from the word 'beautiful'

They also stated that if they have good vocabulary, they can create an interesting poetry, and express their emotion and feeling correctly using the correct vocabulary

Students 3: because good vocabulary make my poem so interesting. Student 5 : Because to express my emotion and feeling in writing poem I need to thought if the word I chosen match to my emotion and feeling or not. I also afraid if I choose words that not match to my emotion and feeling which make the reader not get the meaning, it is so hard to construct the words if I have limited vocabulary.

Based on the result above the researcher has concluded that in writing poetry students have challenges, the first challenge is a lack of vocabulary, because they should be finding new words or good vocabulary and find out the similar word to be placed in form of the poetry.

2. Figurative Language

The interviewees stated that the second challenge they had when writing poetry was the lack of figurative language, for example

Student2: I think another challenge that I was found are related to figurative languange, because it is hard to determining the word to express my emotions

Student3: Another challenge that I found was related to figurative languange. I have to pay attention in choosing the suitable words to create figurative language in order to convey my ideas to the reader.

Student4: Another challenge in writing poetry related to figurative languange, we should be creative in playing on words by using figurative so that the poetry that will be produced is good and interesting.

Based on the result above the researcher conclude that students have another challenge in writing poetry the challenge is lack of figurative language, because students should find figurative language to be placed in form of poetry so that the poem will be good and interesting.

3. Grammar

The interviewees stated that the third challenge they had when writing a poetry was grammar. This happened because some of the students are confused in grammar usage, especially in tenses.

Student2: Another challenge in writing poem related to grammar especially in tenses, I think it is a bit hard, because we should looked for tenses of word we chosen to placed in the poem, so the reader can understanding the meaning of the poem.

Based on the result above the researcher conclude that another challenge in writing poetry the challenge is grammar because students should find the correct tenses of word to be placed in form of poetry. After all, correct tenses make the reader understand the meaning of the poem.

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IV. DISCUSSION

Steps of writing a poem on creative writing class

The process of writing poetry in a creative writing class follows four main steps: discussion, consultation, development, and practice with feedback. This approach is supported by classroom observation and aligns with Curwood's model of creative writing (2005, cited in Pujasari & Sulastri, 2019), which includes choosing stance, content, structure, language, and connecting ideas and imagery.

Discussion: The lecturer introduces different types of poetry, such as "contrast poems," using examples like the "tari topeng" (mask dance). Students are asked to identify characteristics of the subject, complete provided sentences, and find synonyms for descriptive terms. This step helps students understand poetry structures and explore descriptive language.

Consultation: Divided into two parts, consultation involves both title selection and poem structure. Students consult on titles based on the poetry type, often outside class, as they're typically allowed a week to complete their poems. In-class consultation covers structure and procedure. According to questionnaire data, 52.3% of students strongly agreed that consultation helped them understand the assignment's purpose, with the lecturer providing feedback on grammar and word choice, clarifying the poem's direction.

Development: At this stage, students begin drafting their poems. They enhance vocabulary by identifying synonyms, requiring critical and creative thinking to express ideas according to specific poetry structures. This step aligns with Curwood's stages of "content" and "structure and language" and emphasizes constructing ideas within a poem's pattern. Developing poems with diverse vocabulary improves students' creativity and writing style.

Practice and Feedback: Students read their poems aloud in class, allowing peers to ask questions and provide critiques. The lecturer offers feedback on areas like structure, grammar, and word choice. This final stage corresponds to Curwood's (2005) concept of "creating connections and combinations," helping students refine their poetry by integrating feedback and enhancing their final work.

Students' perception on the challenged process of writing poem in Creative Writing Class.

Writing poetry is a creative activity that allows writers to express emotions, ideas, and personal experiences through rhythmically structured language (Olila & Jantas, 2006). However, writing poetry can be challenging, especially for students who struggle to express themselves in English (Iida, 2016). For instance, survey data shows that 35.4% of students find various aspects of poetry writing difficult, especially vocabulary, which is essential for creating expressive and varied poems.

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Challenges in Poetry Writing include Lack of Vocabulary: Vocabulary mastery is essential for writing poetry, as it enables students to express ideas, emotions, and connections effectively. Many students struggle to find varied or unfamiliar words, which limits their ability to convey poetic meaning (Iida, 2012, 2016; Liao, 2018; Bahri, 2020). Those with broader vocabularies find it easier to choose words that evoke specific emotions and imagery in poetry. Figurative Language: Students also face difficulties using figurative language—a crucial element of poetry. According to Liao (2018), creating idioms, rhyme, and figurative features presents a challenge for many students. They find it difficult to select words that capture the intended emotion while maintaining coherence in rhyme and meter, as well as crafting expressions that are both impactful and accessible to readers (Bahri, 2020). Grammatical Issues: Grammar is another hurdle. Students struggle to select appropriate tenses and grammatical structures that convey the poem's meaning, which affects the reader's understanding and the overall flow of the poem.

How to overcome the challenge in writing poem in Creative Writing Class

To support students in writing poetry, various strategies are essential. The questionnaire and interview findings highlight several methods students use to improve their poetry writing.

Searching for Word Meanings: One key strategy is looking up word meanings using dictionaries and the internet. This aligns with the questionnaire results, where 66.2% of students agree they frequently search online to understand challenging words and expand their vocabulary (Questionnaire item 16).

Finding Figurative Language: Poetry often requires literary devices like idioms and figurative language, which enhance its beauty (Liao, 2018). Students use the internet to find examples of these elements, as 58.5% of students confirmed it as their primary resource for imagery, sound, and figurative language in writing poetry (Questionnaire item 19).

Translating: Students also use translation tools like Google Translate, especially when they encounter complex vocabulary or phrases that differ from everyday language. This approach aids students in understanding difficult words and structures, as noted by Bahri (2020). Often, students first write poems in their native language (Bahasa) and then translate them to English for better comprehension and expression.

V. CONCLUSION AND SUGGESTION

This research addresses three questions: the steps students take in writing poetry in a creative writing class, the challenges they face, and how they overcome these challenges. Data were gathered through classroom observation, a questionnaire, and interviews.

Before creating poems, students followed key steps: discussion, consultation, development, practice, and feedback.

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According to interview results, many students faced difficulties in vocabulary, figurative language, and grammar. Vocabulary was especially critical, as a rich vocabulary allows students to express emotions effectively in poetry. To tackle these challenges, students reported strategies like using dictionaries for word meanings, finding figurative language examples online, and using Google Translate.

Based on the research findings, the following recommendations are offered For Students should work on expanding their vocabulary, understanding figurative language, and improving grammar, as these skills are essential for writing poetry. They should also be mindful of the strategies they use to overcome challenges, as these can streamline their learning process in poetry writing. For Lecturers: Lecturers should recognize the challenges students face in writing poetry and identify effective strategies for the students to use. Understanding these can help lecturers provide targeted support. Creating a comfortable and engaging learning environment, along with offering consultation opportunities, can further enhance students' progress in poetry writing. For Future Research: This study focused on students' perceptions of challenges in poetry writing within an English Education program. However, it did not address the strengths and weaknesses of the online platforms used. Future research could explore the role of these platforms in supporting creative writing skills.
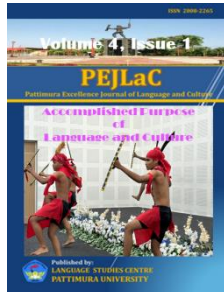
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