

An Analysis of Difficulties in Writing Poem Encountered by Second Grade Students of SMA Negeri 6 Kupang in The Academic Year 2024/2025

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ABSTRACT

The researcher was interested in researching an analysis of difficulties in writing poems encountered by second-grade students of SMA Negeri 6 Kupang in the academic year 2024/2025. The method of the study was the qualitative descriptive method. The qualitative method used a poem writing test and interview. The population of the research was 25 students. The research was conducted by a poem writing test and interview. Poem Writing Test was given to see the students' basic capability in writing poems and to see the students' difficulties in writing poems. Interview to find out what difficulties students are experiencing and what are the right solutions to overcome these difficulties. After that, the qualitative method was collected through the results of students writing that corrected for every existing error and interviews. Based on the result, writing poems improved students' reading and writing comprehension in learning English specialization (authentic text, Poem) at SMA Negeri 6 Kupang.

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1. Introduction

There are four language skills, namely listening, speaking, reading, and writing. These four skills are very important to be learned and mastered by students at school. One of the skills that should be mastered by students is writing skill. The ability to write is the most important language skill to be taught to students. In addition, writing skill has a very important role in everyday life. According to Tarigan (2013:3), writing is one of the language skills used to communicate indirectly, rather than face-to-face with other

people. The author can indirectly communicate with the reader to convey the author's ideas by using language media that are equipped with suprasegmental elements.

The writing activity is the most difficult activity among other language skills. In addition, writing skills require careful preparation in advance. A writer is also required to have high creativity in thinking to produce good quality work. Writing literary works is indeed the most difficult activity because it requires a high level of ideas, imagination, and creativity. After all, literature is related to works of fiction, prose, poem, or drama.

Learning to write poems is very important and beneficial for students because it can stimulate the brain so that students can think creatively and be sympathetic to the surrounding environment. However, in reality, based on the observations made by the researchers before, it turns out that not all students can easily write poems. Sometimes some students are very slow at writing poems because they lack imagination. It appears in their minds that writing poems is a difficult activity. Students also often have difficulty in determining the right word usage in their poems. These thoughts make students have difficulties in writing and these difficulties can cause low student poem writing results.

The results of the study state that students are not able or inadequate at writing poems. Therefore, it is certain that the inability and inadequacy of students to write poems can be caused by various problems. For example, it is difficult to find word diction. The problem of students writing poems is a problem faced by students expressing their imagination in writing in the form of poems. The ability to write a poem can be influenced by several factors, namely the students themselves, teachers, and the environment. Factors from students themselves can affect students' poem writing ability because when they do not have strong motivation and their perspective on writing a poem is considered difficult, it will affect their ability to write a poem. It should be noted that the role of a teacher is also very important in the success of learning. Therefore, when students experience problems in the learning process, it is due to the lack of variety in the presentation of teaching materials carried out by the teacher. The problems that make students difficult to write poems should be known by the teacher so that learning to write poems can be by the objectives of the curriculum. The current assessment of student poems by teachers still does not pay attention to several aspects (indicators) that must be in the poem. Teachers sometimes only judge students' poems based on the beauty of writing and the form (typography).

This resulted in the teacher not understanding the problem with each student's poem creation. The success of students in learning is largely determined by the competence of teachers in managing learning. Research on the problems of writing poems is rarely done. This makes the researcher interested in researching the difficulties of writing poems and offered solutions to those difficulties.

It is hoped that this research can later provide a little description or information to readers or other researchers. According to the phenomena being described previously, the researcher needs to know what factors make students difficult to write literature, especially poems.

Based on the background above the researcher then conducted a study entitled: **“An Analysis of Difficulties in Writing Poem Encountered by Second Grade Students of SMA Negeri 6 Kupang in The Academic Year 2024/2025”**.

a) Literature

According to Trianto (2009:17), literature study suggests that learning is an aspect of complex human activities that cannot be fully explained. Learning can simply be interpreted as a product of continuous interaction between development and life

experience. In a more complex sense, learning is essentially a conscious effort from a teacher to teach students to achieve the goals that have been set.

From this explanation, it is clear that learning is an interaction between a teacher and students where communication (transfer) is intense and directed towards a predetermined target. Literature etymologically comes from Sanskrit, rooted in the word *śāstra*, which means directing, teaching, giving instructions or instructions; and the suffix *-tra*, which indicates tools, means, so that literature means tools for teaching, manuals, instruction books, or teaching. In the ancient Javanese language, literature has the prefix *su-*, which means good and beautiful, so it becomes *susatra*, which means a tool to teach students good and beautiful things. In Indonesian, the word literature is added with the suffix *-an*, which refers to a collection of things related to teaching tools, manuals, instruction books, or good teaching.

Fanie (2000:6), who, based on Mukarovsky's opinion, gives an understanding of literature based on aesthetic aspects of language and aesthetics of meaning; namely, literature is a work of fiction that is the result of creations based on spontaneous emotional outbursts capable of expressing aesthetic aspects both based on linguistic aspects and aspects of meaning. The aesthetics of language is usually expressed through the poetic aspect or poetic function, while the aesthetics of meaning can be revealed through the deep structure aspect. So, literature is a work of art with language media as a means to teach or give instructions. Therefore, it can also be interpreted that literature is the art of language used to convey teaching. So, it can be concluded that literary learning is an education that I am trying to develop my competence in literary appreciation, literary criticism, and the creative process of literature. Literary appreciation competence is honed to increase the ability to enjoy and appreciate literary works. Students are directly invited to read, comprehend, analyze, and enjoy literary works. So that students can directly get acquainted with literature.

b) Types of Literature

There are some types of literature, as follows:

1. Poetry

Poetry is the style of writing that ends up being written in verses and typically employs a rhythmic and measured approach to composition. It characterically is known for evoking emotional responses from readers through its melodic tone and use of creative language that is often imaginative and symbolic.

2. Prose

The prose is essentially identified as written text that aligns with the flow of conversation in sentence and paragraph form, as opposed to verses and stanzas in poems.

a. Poem

Etymologically, the poem comes from the Greek *poieima*, which means *to make*, or *poesis*, which means *"making"*. In English, it is referred to as a poem or poem. Kusnadi (2008:1) states that a poem means making because writing a poem means having created a world. Kosasih (2012) states that a poem is a form of literary work that uses beautiful words and is rich in meaning. The beauty of a poem is caused by the diction, figure of speech, rhyme, and rhythm contained in the poem, caused by the compaction of all elements of language. According to Yunus (2015: 59), a poem is known as the art of stringing words, implying a relationship between signs and meaning.

The poem is closely related to words because words are an important element in expressing the beauty and meaning to be conveyed. Based on some of the opinions above, it can be concluded that a poem is of literary work created by using beautiful words that are rich in meaning and are poured into the form of language.

b. Characteristics of Poem

The poem has some characteristics as follows:

1. **Imagery**
Poems frequently employ vivid and descriptive language to create mental images and evoke sensory experiences in the reader's mind. These images can be visual, auditory, tactile, olfactory, or gustatory.
2. **Figurative Language**
Poets often use figurative language, such as metaphors, similes, personification, and symbolism, to convey complex ideas and emotions in a condensed and evocative manner.
3. **Rhythm and Meter**
Many poems utilize patterns of stressed and unstressed syllables to establish a rhythmic structure. This rhythmic pattern, known as meter, can vary from poem to poem and contribute to its overall musicality and flow.
4. **Rhyme**
Rhyme is the repetition of similar sounds, usually at the end of lines, and it can add musicality, emphasis, and unity to a poem. Poems may employ various rhyme schemes, including perfect rhymes (cat/hat) or slant rhymes (lake/fake).
5. **Structure and Form**
Poems come in a variety of structures and forms, ranging from traditional forms like sonnets and villanelles to more modern or free-verse structures. The chosen structure can impact the poem's meaning, pacing, and overall effect.
6. **Economy of Language**
Poets often employ concise and carefully chosen words, employing brevity to convey deeper meaning and evoke powerful emotions. Each word in a poem is often significant and contributes to the overall impact of the piece.
7. **Emotion and Subjectivity**
Poetry often explores the depths of human emotions, giving voice to personal experiences, thoughts, and feelings. It can capture both the universal and the deeply personal, providing an avenue for self-expression and connection with readers.
8. **Ambiguity and Multiple Meanings**
Poems often embrace ambiguity and allow for multiple interpretations. They can be layered with different meanings, inviting readers to engage with the text and derive their understanding.
9. **Compression and Density**
Unlike prose, which may explore ideas more expansively, poems tend to be condensed and densely packed with meaning. Poets strive to convey complex ideas in a limited space, requiring careful selection of words and economy of expression.
10. **Lyrical and Expressive**
Poetry is known for its lyrical quality, often employing musical language and evoking emotions through the arrangement of words. Poems can be highly expressive, offering a range of tones, moods, and perspectives.

c. Elements of Poem

There are two elements of poem, as follows:

1. Figurative Language/Speech

The first of a few components of poetry is metaphorical language. This is the utilization of words in another way and phrasing to make a text express complex importance.

2. Imagery/ Symbolism

It is a component of poetry that makes any piece of poetry fascinating and alluring. This is the way a whole poem is made to make pictures in the reader's mind. During the development of stanzas in a poem, imagery is utilized to portray something or a thought in the reader's mind. Symbolism can be characterized as the inventive utilization of words to make an impression, an inclination, or put a thought in a reader's mind by including and setting off their creative sense. The utilization of pictures in poetry will assist a poem with engaging the reader such that they can in a real sense be essential for the poem. There are five fundamental kinds of symbolism, they incorporate:

- a. Visual symbolism is usually utilized in writing to cause the reader to envision a situation being portrayed in the text.
- b. Auditory symbolism is the utilization of words that connect with the hearing sense.
- c. Olfactory symbolism depicts the scent of lifeless things, a place, a creature, or an individual.
- d. Gustatory symbolism is when a writer utilizes words that connect with the feeling of taste.
- e. Material symbolism empowers a writer to utilize explicit words. This is by utilizing the right words to portray the feeling of touch.

Symbolism makes a text substantial and concrete to a reader.

1. Rhythm

Most artists focus on having a rhythm in their poems to make a repetitive example. This can be created by utilizing rhyming words. Rhyming words might make a regular or irregular mood. Rhythm is a component of the poem that makes decent and innovative poetry. Having rhythm in poetry adds to the general construction of a poem. Rhythm makes a pattern in which the entire poem streams. One more significance of having a rhythm is that it assists with the word decisions of a poem.

2. Alliteration

It is the redundancy of consonant sounds in an arrangement of words toward the start of a word or a focused syllable. The primary justification for why you ought to involve alliteration usage in poetry is to make the poem sound quite appealing to the reader. It likewise assists with serious areas of strength for offering when you give close consideration to the syllable stress. While composing a poem, you use redundancy of initial sounds in a progression of words, it is alluded to as general alliteration. Consonance is a kind of alliteration utilized in poetry. Consonance alludes to the repetition of consonant sounds in a sentence.

3. Tone

The tone in poetry is another incredible component. In any poem that you are composing, it is critical to know the tone that the speaker will

convey. The tone of a poem is otherwise called the mood of the poem. The mood in a poem helps engage the reader, giving an emotional knowledge of what the person is feeling; it additionally assists them with framing a connection to the poem. Without a mood in a poem, it is difficult for the readers to figure out the deeper meaning of it. The mood in the poem incorporates happy, reflective, gloomy, hilarious, heartfelt, and despairing qualities. You can set the mood of the poem by the utilization of the tone and theme of a poem. A comical mood in any poetic setting can be conveyed by making the character do amusing things. This mood can be utilized to ridicule circumstances. Melancholy is a miserable mood. It is an emotional mood that makes a connection to the person in the poem. If you have any desire to show a romantic mood, you can do this by making a delightful and splendid topic in your poem.

4. Stanza

A stanza is the primary structure of a poem. A set of lines connected to convey a similar idea. While composing a poem, each stanza has its intention. Stanzas are vital in poetry since they assist you with knowing what kind of poem you are composing or reading. They additionally help to separate a poem on a page. Words and thoughts can likewise be remarkably coordinated by the plan or message that you are attempting to convey. Stanzas are organized by the patterns of a poem. Stanzas are categorized by the number of lines they have.

5. Density

How do artists be able to share such a large amount of their considerations, utilizing just a limited number of words per line? Density makes poetry unique from the typical discourse and compositions. As you depict an image, you're intended to utilize allegorical language while following a specific sound and rhythm to cause a reader to feel a specific way. Regardless of whether you adjust to the customary language styles, the piece stays clear and justifiable enough to the typical reader. You can't compel something to be dense. Restrict utilizing a metaphor if it doesn't exactly suit the progression of your piece. In composing poetry, you will without a doubt have various drafts of your work before you end up with the last piece. This incorporates a thorough course of eliminating unnecessary items without impacting the logic of a poem.

6. Rhyme

Rhyme happens when at least two words in a poem have a comparative sound. An inner rhyme happens when words in a similar line of a poem rhyme while an end rhyme happens when the last words of lines in a poem rhyme. The general rhyme structure of a poem is known as a rhyme scheme. The rhyme scheme is demonstrated by a letter pattern, when an alternate letter pattern is presented, it implies the rhyme scheme of the poem has changed. Repetition and variety of rhyme help to improve the effectiveness of the rhyme scheme. While analyzing a poem, repetition, and variation are related as literary poetic devices.

d. Poem Writing

Writing a poem is one way to express feelings, thoughts, experiences, and impressions of a problem, event, or reality around us by using beautiful and

meaningful words for the reader. Rimang (2011: 76) states that there are some practical steps in writing a poem by considering the various elements of the poem that exist, as follows:

1. It is necessary to comprehend the flow.

There are many streams in Indonesian literature, such as the flow of realism, naturalism, expressionism, idealism, romanticism, impressionism, and so forth. This flow will guide you to make choices so that you are right in determining the writing of a poem.

2. Theme Recognition

The theme in writing the poem is that a problem is raised in the realm of the poem. If we observe the poems that are scattered and scattered in the mass media or the poems produced by our poets in various forms of publication, the themes raised include social, political, religion, family, nationalism, violence and human rights, love and youth, love and infidelity, law, mystery, horror, and comedy.

3. The Importance of Creativity

Imagination in pouring ideas into a poem is something that a poet absolutely must have because the poem is an imaginative reality. Imagination itself is often defined as the ability of the human imagination to describe something in its imagination carefully and vividly. Writing a poem is known for several forms of imagination, which are better known as images. According to Buhan Nurgiantora, the image itself is a picture of sensory experience expressed through language. There are five types of imagery, as follows :

- a) A visual image is one produced by sight.
- b) Auditory imagery is an image that is generated by hearing.
- c) A movement image is one produced by intellectual associations.
- d) Olfactory imagery is the image produced by odor.
- e) The “*tactile image*” is the image produced by touch.

4. Generating Concepts an Idea or Inspiration is like a Spark

A spark of perfume that spreads the imagination. The poet’s experience in obtaining ideas (inspiration) is indeed diverse. Some gain through contemplation, reading other people’s poems, personal experiences, reading news, and so on.

5. The Requirement of Idea Incubation

At this stage, it is a preparation to realize the ideas or ideas that have been conceived, which cross, dance, wiggle, imagine, and are rocked. Incubation will be able to incubate work to be proud of.

6. Select the pronunciation

The way of pronunciation is the peculiarity of a poet. Some tend to pronounce their poem in a pamphletistic style, such as Darmanto, or Liris Sapardi Djoko Djamono, the pronunciation of ballads, and so on.

7. Make use of language style

One of the means of realizing aesthetics is language style because language style is a strategic tool that many poets choose to express soul experiences in their works. Writing a poem requires steps to make it easier for writers to make a poem. Wardoyo (2013: 73) suggests that the steps in writing a poem can begin with three processes, as follows:

- a. Seeking Inspiration and Looking for ideas is a source of writing.
Therefore, to write a poem, a poet must have ideas that can be expressed

through the poem. A person's ideas can come from experience (empirical facts), something memorable or momentum (individual facts), or imagination (imaginary facts). Searching for or exploring ideas can be done by the poet by reflecting on all activities that involve the sensing process.

- b. Idea precipitation or contemplation Precipitating or contemplating ideas are ideas that already exist and are then matured so that they can be developed into something more perfect and more mature. The process of deposition or contemplation of ideas is very important to develop and ponder regarding the words or diction that will be used. This is a way to create a poem that is full of meaning, poetic, and able to represent our feelings.
- c. Playing with words the wordplay stage is the process of creating and writing a poem by pouring all the ideas that already exist in a person into a written form of a poem by choosing the words that are used as materials in writing a poem. The steps for writing a poem above explain that the first thing to do in writing a poem is to look for ideas for writing, but finding ideas for writing a poem is still difficult. Often, difficulties occur in the early stages of writing a poem. This is the reason someone becomes lazy at writing. Difficulties in the early stages will affect the later stages of writing a poem.

e. Poem Composition Examine the Literature

1) Literature of Poem

The poem is a vast subject, as old as history and older, present wherever religion is present, possibly under some definitions of the primal and primary form of languages themselves. The present article means only to describe in as general a way as possible certain properties of the poem and poetic thought regarded as in some sense independent modes of the mind. Naturally, not every tradition nor every local or individual variation can be or needs to be included, but the article illustrates examples of poems ranging between nursery rhyme and epic. This article considers the difficulty or impossibility of defining a poem; man's nevertheless familiar acquaintance with it; the differences between poem and prose; the idea of form in poem; poem as a mode of thought; and what little may be said in prose of the spirit of poem.

Aminuddin in Suryaman and Wiyatmi (2009), that typography functions as an artistic performance, and in its realization, this typography also requires practice and habituation. While students are not accustomed to writing poems, in describing their form it is not by the nature of poems in the form of stanzas.

Based on the description above, the remaining difficulties in writing a poem are difficulties in determining the placement of sounds and their repetition; determining the choice of words that can strengthen the content of the poem; writing the poem neatly; determining the regularity of the face of the poem; determining the right placement of words; and determining the arrangement of the lines. Determine the choice of good and simple words, determine the content of the poem according to the theme, and determine the title of the poem according to the theme.

2) Poem Writing Instruction

Writing a poem isn't the same as writing a short story, an essay, an email, or any other type of writing. While each of these other kinds of writing requires a unique approach, they all have one thing in common: they're prose. Poetry isn't prose, as we explained above. And that's what makes it feel like the wildcard of creative writing. With poetry, going through the standard writing process can feel like a creativity killer. That doesn't mean you should just sit down, scrawl out a poem, and call it a day. On the contrary, when you're writing poetry, you might find that skipping one or more stages in the traditional writing process will help you be more creative. Of course, you might also find that following the writing process helps you explore and organize your thoughts before you start to write. The usefulness of starting with brainstorming, then moving on to outline and then starting to write only once you've got an outline varies from poet to poet and even poem to poem. Sometimes, inspiration strikes and the words just start flowing out of your mind and onto the page.

Here are a few tips to help you get started and write your next poem:

1. Decide what you want to write about

Unless you've been assigned to write a poem about a specific topic, the first step in writing a poem is determining a topic to write about. Look for inspiration around you, perhaps in nature, your community, current events, or the people in your life. Take notes on how different things make you feel and what they drive you to think about. Freewriting can be a helpful exercise when you're searching for the perfect topic to write a poem about. You can use a writing prompt as a jumping-off point for your freewriting or just jot down a word (or a few) and see where your mind guides your pen, stream-of-consciousness style. Once you have a topic and a theme in mind, the next step is to determine which kind of poem is the best way to express it.

2. Determine the best format for your topic

Your poem doesn't have to adhere to any specific format, but choosing a format and sticking to it might be the way to go. By opting to write in a particular format, like a sonnet or a limerick, for example, you constrain your writing and force yourself to find a way to creatively express your theme while fitting that format's constraints.

3. Explore words, rhymes, and rhythm

If you've decided to write your poem in a specific format, read other poems in that format to give yourself a template to follow. A specific rhythm or rhyme scheme can highlight themes and clever wordplay in your poem. For example, you might determine that a limerick is the most effective way to make your readers laugh at your satirical poem because the format feels like it has a built-in punchline.

4. Write the poem

Now it's time to write! Whether you opt for using a pen and paper, typing on a laptop, or tapping on your phone, give yourself some uninterrupted time to focus on writing the poem. Don't expect to write something perfect on the first try. Instead, focus on getting your words out. Even if your lines don't rhyme perfectly or you've got too many or too few syllables to fit the format you chose, write what's on your mind.

The theme your words are expressing is more important than the specific words themselves, and you can always revise your poem later.

5. Edit what you've written

Once you have a draft, the next step is to edit your poem. You don't have to jump right from writing to editing—in fact, it's better if you don't. Give yourself a break. Then in a day or two, come back to your poem with a critical eye. By that, we mean read it again, taking note of any spots where you can replace a word with a stronger one, tighten your rhythm, make your imagery more vivid, or even remove words or stanzas that aren't adding anything to the poem.

Reading your poem aloud can help you edit it more effectively because when you listen to it, you'll hear the poem's rhythm and quickly notice any spots where the rhythm doesn't quite work. This can help you move words around or even completely restructure the poem. If you're comfortable sharing your poetry with others, have somebody else read your poem and give you feedback on ways you can improve it. You might even want to join a writing group, online or off, where you can workshop your poetry with other writers. Often, other people can spot strengths and weaknesses in your work that you might not have noticed because your perspective is too close to the poem. A more distanced perspective, as well as perspectives from readers and writers of different backgrounds, can offer ways to make your writing stronger that you hadn't considered before.

f. Difficulties in Writing Poem

The ability to write poems is one of the literary skills that a student needs to have. Having the ability to write a poem is not as easy as people imagine. Complaints about the ability to write poems are common among students. In particular, the ability to write poems is still far from adequate. Various aspects that affect the ability to write poems in students include a lack of motivation in learning; students are less able to develop ideas; lack of vocabulary that students have; and students are less able to write poems. In writing a poem, students should pay attention to the elements contained in the poem so that the poem they write becomes more beautiful.

g. Solution of Difficulties in Writing Poem

Teachers must be creative and innovative in developing learning models that can create interesting and contextual learning. One development of a contextual learning model that can overcome students' difficulties in writing poems is the Observe, Select, Find, Strive, Add, and Tie learning model. This learning model helps teachers link the material they teach and students' real-world situations and encourages students to create and apply it in everyday life, by involving seven main components of effective learning, namely constructivism, questioning, inquiry, learning community, and authentic assessment.

2. Research Method

The research design being used was qualitative descriptive methods. This research was conducted in SMA Negeri 6 Kupang on May, 5th 2024. SMA Negeri 6 Kupang is located in Jl. H. R. Koroh Sikumana. Here there researcher chose grade 11 as the population of research that consisted 283 students, and took 25 students as the sample. Those 25 students

came from various grades 11 A-K, who were interested and chose advanced or specialized English subjects.

The procedures in collecting data are as follows:

1. The researcher managed a research recommendation letter from the Dean of Faculty Teacher Training and Education Sciences.
2. The researcher went to the research location and asked permission.
3. The researcher asked permission from the participants as the subjects to do the research.
4. The researcher prepared the research instruments to collect the data by considering the research problems and aims of the research.
5. The researcher conducted the research by administering the test and conducting interviews with the students.
6. The researcher identified and described the result of the test and interview.

Data collection in this study used the following techniques:

1) Test

Brown (2004:3) defines test as a method of measuring a person's ability, knowledge or performance in a given domain. In this technique, the researcher asked students to write a poem to measure their ability in writing a poem. Students wrote poems freely, whether folk poems or various other types of poems in two hours based on the time of their subject schedule.

2) Interview

According to Sutrisno (1989: 192), an interview is a verbal debriefing process where two or more people deal physically. People can see other people's faces and listen to the voices in their ears. It turns out that direct information is a collection tool for several types of social data, both hidden (latent) and manifest. In this method, the researcher and respondents directly (face-to-face) obtain information verbally by obtaining objective data that can explain the research problem. It means an interview is a verbal communication between the writer and the subject to get information.

The interview was used to answer research questions about difficulties encountered in writing poems faced by students. The researcher took five students to become informants in the interview. There were two questions for the interview. The questions were :

1. What difficulties do you face in writing poems?
2. How do you overcome the difficulties that you faced?

The data was analyzed by using the following techniques:

1) Identifying

The researcher identified the difficulties encountered by second graders of SMA Negeri 6 Kupang in the academic year 2024/2025 in writing poems and identified the offered solutions to those difficulties by looking at the result of the test and the result of the interview.

2) Describing

The researcher described whether the students were able to write poems and described the difficulties encountered by the students and the offered solutions to that problem.

3. Research Findings and Discussion

Research Findings

The research was carried out by collecting data from writing poem and interviews with second-grade students at SMA Negeri 6 Kupang. Based on the research results, the researcher found that there were several difficulties experienced by students in writing poems, including determining the title of the poem, distinguishing stanzas and lines, vocabulary, grammar and lack of writing systematic. Most of the students experience above the difficulties, especially in determining titles and using vocabulary and grammar.

a. Lack of vocabulary mastery

When it comes to using vocabulary in writing poems, many students had very low vocabulary mastery. In a written test carried out by 25 students in class, the researcher found that students could not use and master English vocabulary well, but some of them were able. An analysis of student difficulties was carried out based on poem texts written by students. The researcher took the students' worksheets for analysis. A writing test is given to students to create a poem by freely choosing a poem theme.

Students did not understand the meaning of words. In this case, four students had problems with word meanings, where they did not know the meaning of Indonesian words in English. It can be seen in their sentences below:

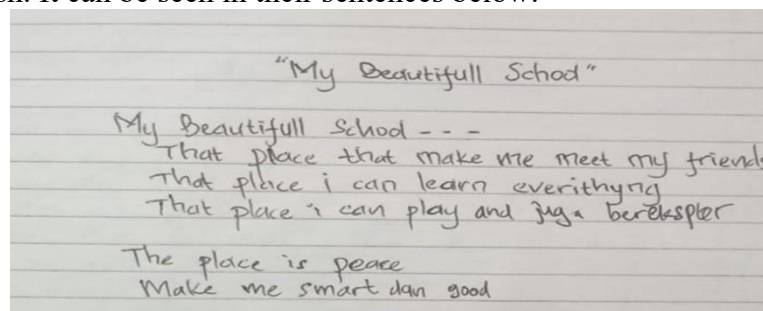


Image 1. Student 2

According to student's work above, it can be seen that student 2 still have lack of vocabulary in expresing some english word, like ' juga bereksplor' that should be ' be explored to', and 'dan' it should be 'and'.

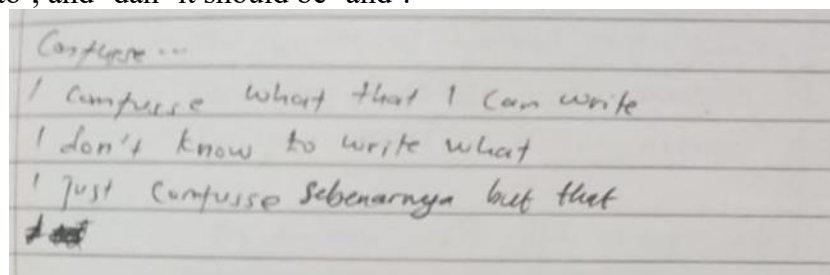


Image 2. Student 8

According to student's work above, it can be seen student 8 have lack of vocabulary in expressing some word in english, like 'sebenarnya' that should be ' actually'.

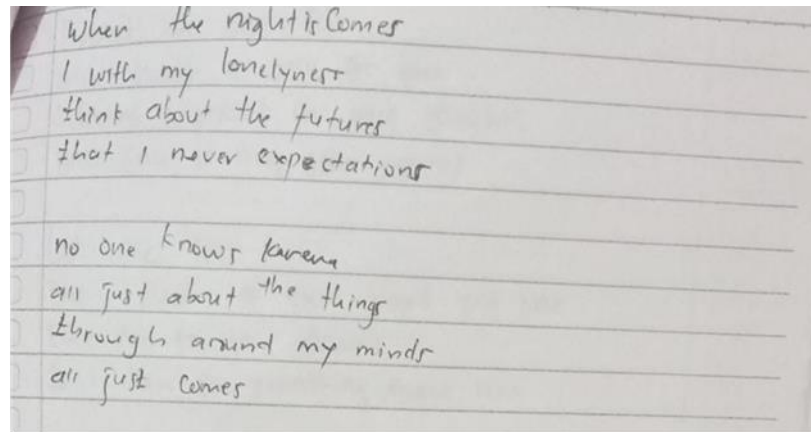


Image 3. Student 9

According to student's work above, it can be seen student 9 have lack of vocabulary, like, 'karena' it should be 'because'.

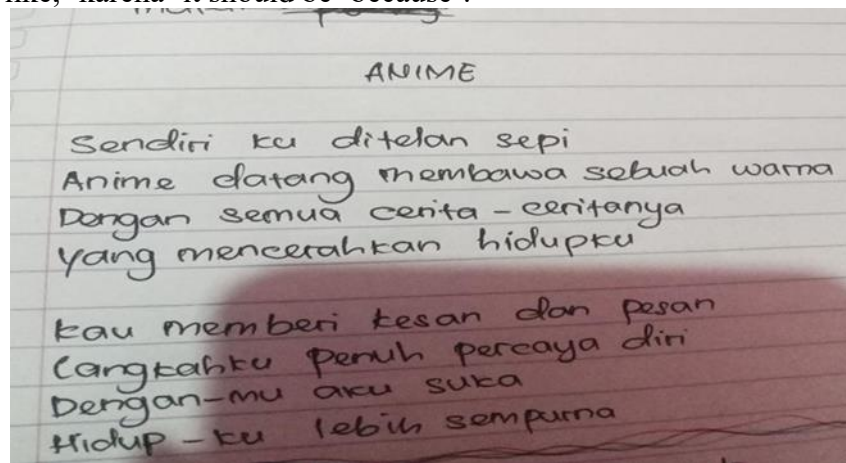


Image 4. Student 13

According to student's work above, it can be seen that student 13 wrote her poem in Bahasa Indonesia, even though the researcher had instructed students to write in English. It proves that this student has difficulties in determining topics, has difficulty in mastering vocabulary, being slow in thinking about composing or arranging good and correct words in writing poem, and not understanding how to determine good and correct language style or perhaps another factor is that this student is lazy to open the English dictionary.

The facts above indicate that students had difficulty remembering the words they had learned from the dictionary and using them properly. Besides, students' lack of learning and mastering vocabulary made it difficult for students to write poems well. Another thing that causes them difficulty in writing poem is that their ignorance can make them lazy to open the dictionary and also lazy to do other things.

b. The difficulty in differentiating between lines and stanzas

Students were not able to distinguish lines and which are called verses yet they wrote the poem such as writing a story essay. Here, there are four students who wrote poems that were inappropriate or could not distinguish between lines and verses:

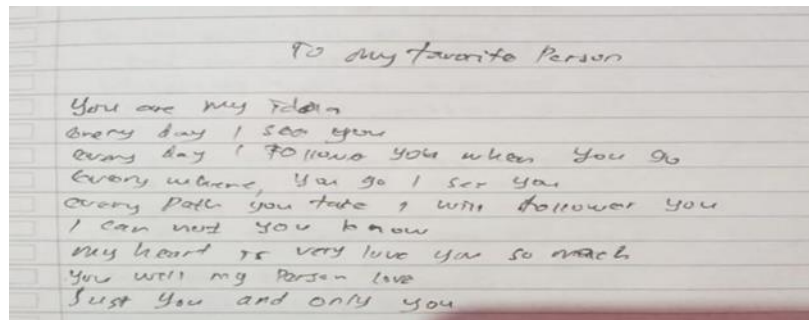


Image 5. Student 3

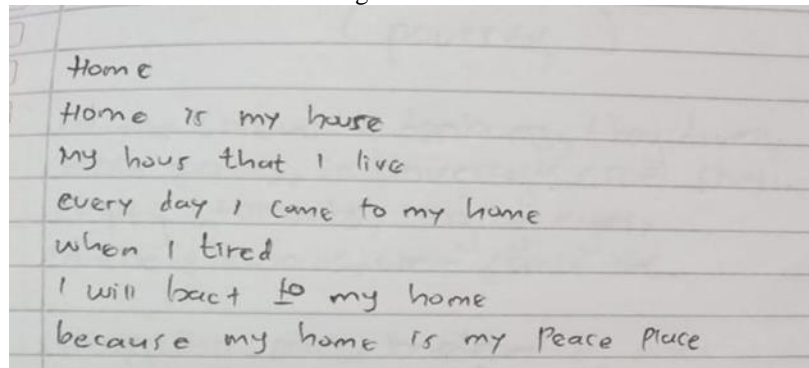


Image 6. Student 10

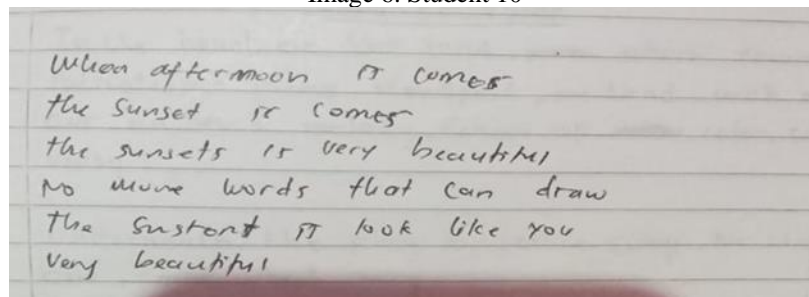


Image 7. Student 11

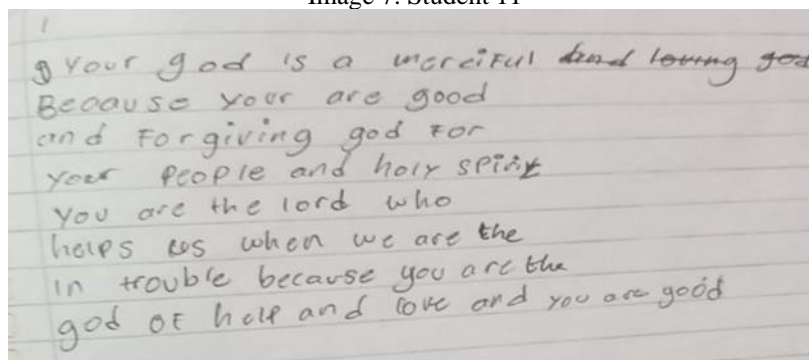


Image 8. Student 18

According to student's work above, they tend to write poem like a story line. Whereas, the instructions in students' worksheet point 5 it is explained that write a poem with four lines and two stanzas. For example, the student wanted to write a poem that consist of two stanzas, that means there must be four lines in each stanza.

c. Lack of Grammar

Based on the student's writing results, the researcher found that the students' difficulty writing a poem was because of their lack of grammar. Below are some examples of students' lack of grammar.

Student 3: 'You are my *idola*'
 'Every path you take *I will follower*'
 'My heart is very love you so much'
 'You will my person love'

The word '*idola*' above is incorrect, it should be 'idol' according to the correct spelling in English. The sentence '*I will follower you*' above is incorrect. It should be 'I will follow you' according to the correct grammar in English. The sentence '*you will my person love*' above is incorrect. It should be 'you will be my person love' according to the correct grammar in English.

Student 2: 'That place *that* make_me meet my friends'
 '*That place* I can learn everything'

The word '*that*' above is incorrect. The correct sentence should be 'That place make me meet my friends' not used *that* in the sentence. The word '*that place*' above is correct but it should be increase word 'in' before word '*that*'.

Student 4 : '*I miss you father forever*'
 '*You is my the best father for me*'
 '*You is the best in house*'
 '*Always make they are smile very happy*'

The sentence '*I miss you father forever*' above is incorrect. It should be 'I will miss my father forever' according to the correct grammar in English.

The sentence '*you is my the best father for me*' above is incorrect. It should be 'You are the best father'. The sentence '*you is the the best in house*' above is incorrect. It should be 'you are the best in the family'. The sentence '*always make they are smile very happy*' above is incorrect. It should be 'always make us smile and fell happy' .

Student 5: 'You is my queen'
 '*You is my beautiful in the world*'
 '*You are my best mother I have*'
 '*I am proud you be my mother*'
 '*Thankyou to be mother*'

The word '*is*' above is incorrect. It should be '*are*' according to personal pronoun plural,that is plural. The sentence '*you is my beautiful in the world*' above is incorrect and it should be '*you are my most beautiful in the world*' according to the grammar in English. The sentence '*You are my best mother I have*' above is incorrect. It should be '*You are the best mother that I have*' . The sentence '*I am proud you be my mother*' above is incorrect. It should be '*I am proud that you are my mother*'. The sentence '*thankyou to be mother*' above is incorrect. It should be '*Thank you to be my mother*'.

Student 6: 'I feel happy when I see you eyes'
 '*Your smile like sunshine*'

The word '*you*' above is incorrect. It should be '*your*' according to the grammar in English. The sentence '*your smile like sunshine*' above is incorrect. It should be '*your smile like a sunshine*'.

Student 7: 'We *believer in the god*'

'We faithfull to follower god'
'We be diligent to chruch'
'Pray make the heart calm'

The sentence *'beliver in the god'* above is incorrect. It should be *'belive in god'* according to the correct grammar in English. The sentence *'we faithfull to follower god'*, *'we be diligent to chruch'*, and *'pray make the heart calm'* above are incorrect. It should be *'we are faithfull to follow god'*, *'we are going to chruch'*, and *'pray to make the heart calm'*.

Student 8: *'I confuse what that I can write'*
'I dont know to write what'
'i just confusse sebenarnya but that'

The sentences *'I confusse what that I can write'*, *'I dont know to write what'*, and *'I just confusse sebenarnya but that'* above is incorrect. It should be *'I confuse what I can write'*, *'I dont know what to write'*, or *'I just confuse myself but that'* according to the correct grammar in English.

Student 9: *'That I never expectations'*
'Through around my mind'

The word *'expectations'* above is incorrect. It should be *'expected'* according to the correct grammar in English. The sentence *'through around my mind'* above is incorrect. It should be *'through my mind'*.

Student 10: *'My house that I live'*
'Every day I come to my home'
'I will back to my home'

The words *'that'*, and *'home'* above is incorrect. It should be *'where'*, and *'house'* according to the correct spelling in English. The sentence *'I will back to my home'* above is incorrect. It should be *'I will go back to my home'* according to the correct grammar in English.

Student 11: *'When afternoon is comes'*
'The sunset is comes'
'The sunsets is very beautiful'

The sentence *'when afternoon is comes'* above is incorrect. It should be *'when affternoon comes'* according to the correct grammar in English. The words *'comes'*, and *'sunsets'* above is incorrect. It should be *'coming'*, or *'sunset'* according to the correct spelling in English.

Student 12: *'My hero spirit never die'*
'Your journy agains other country'
'Your struggle can make shed tears'
'Your give sweet for Indonesia'
'Fight to Indonesia with the spirit'

The sentence *'My hero spirit never die'*, *'Your journy agains other country'*, *'Your struggle can make shed tears'*, *'Your give sweet for Indonesia'*, and *'Fight to Indonesia with the spirit'* above are incorrect. It should be *'My hero spirit will never die'*, *'Your jouney to another country'*, *'Your struggle can make you shed tears'*, *'Your*

gift is sweet for Indonesia', *'Fight for Indonesia with the spirit'* according to the correct grammar in English.

Student 15: *'You most to recognise hero'*
'You are the I. R. Soekarno'
'Your service has be remember'

The sentences *'You most to recognise hero'*, *'You are the I. R. Soekarno'*, and *'Your service has be remember'* above are incorrect. It should be *'You most likely want to recognise hero'*, *'You are I. R. Soekarno'*, and *'Your service has been remembered'* according to the correct grammar in English.

Student 16: *'In breath I can the find love'*
'Every you make breath take your love'
'You the creator for nature'
'Give life for you'
'Thanks for your give the breath'

The sentence: *'In breath I can the find love'*, *'Every you make breath take your love'*, *'You the creator for nature'*, *'Give life for you'*, and *'Thanks for your give the breath'* above are incorrect. It should be *'In breath I can find love'*, *'Every time you take a breath'*, *take your love'*, *'You are te creator of nature'*, *'Give life to you'*, *'Thanks for giving me a breath'* according to the correct grammar in English.

Student 17: *'Love is like a peace'*
'No love is hurt you'
'No love can broke your heart'
'Love is like illusion'
'Love can never forget'

The sentences *'Love is like a peace'*, *'No love is hurt you'*, *'No love can broke your heart'*, *'Love is like illusion'*, and *'Love can never forget'* above are incorrect. It should be *'Love is like peace'*, *'No love is hurting you'*, *'No love can break my heart'*, *'Love is like an illusion'*, and *'Love can never be forgotten'* according to the correct grammar in English.

Student 18: *'Your god is a merciful'*
'Because your are good'

The sentence *'your god is a merciful'* above is incorrect. It should be *'your god is merciful'* according to the correct grammar in English. The word *'your are'* above is incorrect. It should be *'you are'* according to the correct spelling in English.

Based on the analysis of student poem writing data, the researcher found that almost all students experienced grammatical difficulties faced by students. Students experience this difficulty due to a lack of understanding of how to use correct grammar. Because of the many rules that must be understood in the grammar of writing a foreign language, the language is often not the same as the student's language, which makes students feel difficult or confused by grammar.

d. Lack of Systematic Writing

Based on the data, the students had mechanical difficulties due to their difficulty with spelling, punctuation, and capitalization.

1. Spelling

Read (2012, hlm.7) state that spelling is producing the correct ortographic representation of a written word. Spelling is the act of correctly forming the words of each letter. Spelling is very important in writing.

Based on the data analyzed, the researcher found some students had spelling difficulties. Students' writing results showed a lot of difficulty in writing mechanics. Difficulties in spelling, punctuation, and capitalization can lead to misunderstandings or meaninglessness. Such spelling difficulties were found in the student's poem writing results. There are 4 students had spelling difficulties as explained below:

Student 2: 'That place I can learn everithyng', the word is incorrect spelling, that should be 'everything'.

Student 7: 'we be diligent to cruch', the word is incorrect spelling, that should be 'chruch'

Student 12: 'your journy agains other country', the word is incorrect in spelling, it should be 'journey' and 'against'

Student 14: 'education for chlildren' the word is incorret in spelling, that should be 'children'.

2. Punctuation

According to Encyclopedia Britannica, punctuation is the use of spaces, conventional marks, and typographical devices to help readers understand text. Important reading marks in the text can help the reader know the author understands a sentence or paragraph according to the context. Then the read marks will make the sentence readable and understandable. Based on the data, the writer found one students having difficulties. There is one student had punctuation difficulties.

S3: "Every where, you go I see you" that should be 'Everywhere you go, I see you'.

3. Capitalization

Sherly Kartika Putri (2012) Capitalization is the practice of capitalizing the initial letter of a person. Based on the data analyzed, the researcher found that 10 students had difficulty using capital letters in writing poems. There were 10 students among them, S3, S4, S7, S9, S10, S14, S15, S16, S18, and S19 where they made the same mistake in the placement of capital letters and even some students who placed the first letter of each line in each stanza with lowercase letters. It can be seen that the placement of capital letters in writing a poem is located on the first letter on each new line of text in each stanza.

Some example: S3: every day I see you, S4: always make they are smile very happy, S7: all the christian do it, S9: no one knows , S10: my house that i live, S14: a hero like a lamp, S15: i. r. Soekarno is hero from indonesian, S16: in breath I can the find love, S18: your god is merciful, S19: my lord now I and. The *words every, always, all, no, my, a, in, your, and my*, should be they supposed to be in capital letters at the beginning at the words, and in S15 : i. r. Soekarno is hero from indonesian , the mention of people's names should be capitalized.

Both punctuation and capitalization are difficult because students are unable to understand formulae or rules in English and lack knowledge about how to use the read marks properly and correctly. Students suffer from such difficulties due to their lack of ability to use punctuation and capitalization, which causes them to forget how to apply them properly in writing. In addition, students are less interested in reading, so they do not know how to use good and correct punctuation and capitalization.

Discussion

There are several offered solution for those difficulties that students face in writing poem, as follows:

- 1) Students practice reading and writing. Reading textbooks, novels, poems, and other information related to English can enhance an idea or thought. Reading the English dictionary, students will learn and also acquire new vocabulary. It serves to enhance or add to the vocabulary that students have, and by reading the English Dictionary, students can also learn the correct method of spelling. Then, practicing writing is also something that can improve writing. So, the second is that it is very important to be able to develop or improve the results of writing a poem well and correctly.
- 2) Students listen to music and watch more educational videos on YouTube, TikTok, and English-related television. This is how students can overcome difficulties in writing poem because, with this, they get a lot of references or ideas to write. Besides learning a lot of new grammar, they also learn spelling and capital so they can improve their writing. Listening to music and watching English-related educational videos is very popular on social media, and it helps students write descriptive texts well and accurately.
- 3) Teachers must be creative and innovative in developing learning models that can create interesting and contextual learning. One development of a contextual learning model that can overcome students' difficulties in writing poems is the Observe, Select, Find, Strive, Add, and Tie learning model.

Motivate students. By providing this motivation, we can provide support and enthusiasm for students to learn. Students must be creative in their learning so that they can master a foreign language well. Moreover, it motivates students to write a poem well and correctly.

4. Conclusion

Based on the result of the data analysis, the researcher concluded that students had difficulties in writing a poem. The researcher found that some of the difficulties that students experience in writing are lack of vocabulary mastery, where did not know the meaning of Indonesian word in English. It can be seen Student 8 sentence bellow: 'I just confuse *sebenarnya* but that'. It can be seen that student 8 still have lack of vocabulary in expressing that English word, like '*sebenarnya*', that should be 'actually'. Lack of grammar, the researcher found that students difficulty writing a poem was because of their lack of grammar. For example, student 2 'that place that make me meet my friends' not used *that* in the sentences, 'that place I can learn everything', that should be increase word *in* before word that. Students cannot distinguish between lines and stanzas, students were not able to distinguish lines and which are called verses yet they wrote the poem such as writing a story essay. In addition, students writing result showed a lot of difficulty in writing mechanics. Such as difficulties in spelling, punctuation, and capitalization that can lead to misunderstanding or meaninglessness.

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