STUDENTS’ PERCEPTIONS TOWARDS THE IMPLEMENTATION OF ROBERT FROST’ POETRY IN WRITING CLASS AT MUSAMUS UNIVERSITY

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Abstract: This study investigated the students’ perceptions concerning the use of Robert Frost’s poetry in writing class at English Literature Department of Musamus University which was obtained through a survey. A total of 17 undergraduate students taking writing class participated in this study. The participants responded to a questionnaire and an open-ended questions concerning the two focal points: (1) how the students perceived the use of Robert Frost’s poetry in teaching writing, (2) the implementation of Frost’s poetry in improving students’ writing short story. The results of the study revealed that the implementation of Frost’s poetry helped them to be easier in writing short story. Most of the participants gave positive response to the use of Frost’s poetry in teaching them to write a short story. In addition, they seemed to prefer learning writing short story by using English poetry in writing classes. The concluding discussion addresses suggestion about the need to consider students’ wants and needs by gauging their perceptions as the student evaluation of teaching in order to keep up the better improvement to the teaching writing the texts and the using of authentic material or media in English Literature Department at Musamus University.

Keywords: Robert Frost’s poetry, Writing, Students’ perceptions

INTRODUCTION

Language as a tool of communication absolutely has a system, norms, and a set of rules that is important to be known by the users. In spite of the system is difficult for the learners, especially in learning a new language that is completely different with their own languages, but the system itself is needed by them to convey the ideas, feelings, and wishes. Lapalombara (1976) states that a language must be a system which is agreed upon by all members of a particular speech community, since everyone has to use the same set of signals. The system of language must contain grammar rules-devices for signaling meaning and meaningful relationship.

The different system both of the languages like Indonesia and English makes it become a big problem for Indonesian who wants to learn English. Even though it is one of the international languages which is used throughout the world and also used in many fields of life such as: political, economics social, and education, but it is still considered as a difficult subject in Indonesia because Indonesian is not the native speaker of English. Harmer (2007) defines native speaker is someone who learns English in childhood and continues to use it as his or her dominant language and has reached a certain level of fluency.

As a tool of communication, language also can be used in teaching and learning process where it has to be created through the way of teaching and exchanging the message or
information by every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others. Through the process of communication, the people can receive the message of information. One way to exchange the message or information is through writing. Brown (2007) states that writing is one of the crucial ways to deliver information through a language mastered by both the writer and the reader. Having realized the importance of English as one of the international language in the globalization era, people consider mastering English writing skill a pivotal expertise in the world of communication. By means of writing English, language learners are able to convey messages to the readers across places and time. Similarly, Hermaningsih (2013) states that we can be vehicle to communicate our ideas and thought to other people by writing. Thus, the skill of writing is very important for everyone who wants to interact to others and make them understand his purpose.

Generally, writing course is taught for five semesters in some universities especially for teacher training and education faculty. In English Literature Department of Musamus University, writing course is studied for three semesters. Writing one is taught in the second semester, it is called basic writing skills, writing two is about paragraph writing, writing three is about creative writing. This condition makes the students have low ability in writing skill.

By conducting research about writing, the students’ ability in writing is hoped can be enhanced and it is very important to be learnt by the learners because writing can be seen as a more standardized system which must be acquired through special instruction.

There are four types of writing in creative writing class and one of them is short story and it must be mastered and learnt by the English learners especially for the students of English Literature Department of Musamus University who still get difficulties in mastering this skill especially in producing a good piece of writing a short story which it also can help them to write the script for their drama class. The researcher herself tries to conduct her research in university level by considering that the students’ ability in writing skill is still low.

Based on the result of the previous semester in writing class that conducted by the researcher, the researcher found that English learners of English Literature Department in Musamus University still lack of writing skill. Furthermore, the problems that the learners found are caused of weaknesses in grammar and vocabulary. Another problem, the students have a lot of ideas in their minds but they worry to start and even they do not know how to develop the ideas.

To find solution from the problems that have been explained, the English teacher as a practitioner should be more creative to find solution by providing interested and appropriate materials or topics based on the students’ needs to achieve learning goals by creating material that can make the class more interesting, exciting, and enjoyable and it is the teacher’s responsible to find the best media besides the method to the students especially in writing a short story.

Furthermore, the teacher also should notice the students’ interest in order to mind their attention. If the English teacher does not provide interesting material and does not concern in selecting it, the students will passively not pay much attention to the lesson because there is evidence that the students’ motivation in studying is greater when the material or topic interest them.

There are some materials that are relevant to the purpose of teaching and learning writing text like novel, short story, English poetry and many others where the languages that they use can be connected with the students’ experience real life and engage in deep though. Besides, they can stimulate the students to be creative in writing, increase the students’ motivation and also increase the students’ vocabulary.
In this research, the researcher used one of the teaching materials that had been mentioned above and one of them was English poetry by considering that it is not just can be connected with the students’ experience real life but also it is related with their study program of English Literature Department. Besides, poetry also can facilitate the students to be creative in writing. Maher (1986) states that poetry provides a stimulus and can serve as a good model for creative writing. As Kirkgoz (2008) has pointed out using poetry contributes far more to the development of language skills in real contexts than a total concentration on the presentation and the practice of language items.

In this research, the researcher provided some themes or topics of poetry that are written by Robert Frost. Some reasons of the researcher chooses Robert Frost’s poetry because he is one of the most widely celebrated of American poets who writes modern or modernistic poetries. Besides, the researcher believes that the language of poetry by Robert Frost is easy to understand. McGlinn (2010) explained Frost experienced times of intense hardship and grief in his personal life, and echoes of his grief and the wisdom he learnt about the hard truths of life can be found in his poetry. He also states that Frost was particularly skilled at representing a wide range of human experienced in his poems.

Refers to the explanation above, the researcher used some themes or topics of Frost’s poetry in which, the students can relate them based on the topics and also the keywords of Frost’s poetry to the students’ own experience real life where the topics and the keywords of Frost’s poetry can be an inspiration of the students in writing a short story or it can be a foundation to develop their creative writing. There were eight different themes or topics that had been provided in their writing class, namely: The Road not Take, A Prayer in Spring, Ghost House, Bond and Free, The Flower Boat, Acquainted with the Night, A Minor Bird, and A Time to Talk.

Much has been written on the problem of poetry teaching. Poetry moans the student more than other genres. Often language teachers report that they are uncomfortable teaching poetry, either because they are unsure how to teach effectively (because of a lack of pedagogical role models) or because they find it difficult to achieve it themselves. The prevailing model for teaching poetry, especially for adult learners, has been teaching poetry through printed text and the focus on finding meaning for analysis. In contrast, Marnina et.al (2020) emphasize that the importance of reading a poem out loud (by lifting the poem off the page), interacting with it, and exploring a deeper meaning through discussion with others. If we want our students to understand how literature, and especially poetry, will help them gain a deeper understanding of life, we must find effective ways to include them in poetry.

Hughes (2007) argues that poetry is a powerful vehicle for developing learners' knowledge and for connecting and connecting with themselves, others and the world, since poetry promotes the expression of emotions and can help increase higher order thinking skills develop. Her research also suggests that poetry awakens our emotions, helps us connect with others, and makes us think in synthetic ways that the use of metaphors requires. Paying attention to the language and rhythm of the poetry can improve your speaking skills. In addition, children with well-developed speaking skills are more likely to achieve better reading and writing skills. In addition, creative uses of new media that build on literacy students have developed outside of school can help teachers harness the literacy-enhancing power of poetry.

Stephanie and Jamila (2003) argue that poetry is perceived as fiction, uses a special language, in many cases has no pragmatic function and is also ambiguous. In addition, there are a number of external signs that denote a poem: It is most obvious that individual lines of text in verse do not take up the entire width of the page. In this way, even before the readers of
the poems actually begin reading, they get an immediate indication that what they are about to read is likely to be a poem. As a result, the reader's attention is likely to focus on the poetic properties of the text.

Poetry is often associated not only with a technical language, but also with the very frequent use of such technical language. Poems usually try to express their meaning in a much smaller space than, say, a novel or even a story. Some people associate poetry with subjectivity and the expression of deep personal experiences. While this is true of some verses, especially lyrical ones, there are a large number of verses where this is not the case; For example narrative poetry or didactic and philosophical poetry. Just as it is often wrong to identify the author of a novel with its narrator, one should not assume that the author of a poem is the same as its narrator, and therefore even lyrical poems cannot be viewed as the author's subjective expressions. The two levels of author and speaker should always be separated. The communication situation in poetry is very similar to that in prose, except that very often poetry does not involve dialogue. In addition, Hanauer (2004) argues that when studying poetry it is useful to first look at the subject and the general development of the subject in the poem. How development progresses depends to a large extent on the type of poem we are dealing with.

The present study was conducted to investigate the students’ perceptions toward the implementation of Robert Frost’s poetry in improving the students’ skill in writing short story. In addition, the present study conducted her research to find out how the students perceived the use of Frost’s poetry in teaching writing short story.

RESEARCH METHODOLOGY

The study was mainly quantitative in design. In quantitative approach, numerical data was sought and was also gained through administered questionnaire. The method used to carry out the study was Survey Research. In order to survey the students’ perceptions, questionnaire was the instrument used to gather data from the subject about their perceptions regarding the implementation of Robert Frost’s poetry in improving students’ writing skill at the second semester students in English Literature Department of Musamus University. To calculate the data, a percentage formula was used in which number of frequency was divided 17, as the total number of the students and then multiplied to 100%. The students’ responses were analyzed per statement and represented through diagram. Moreover, due to its purpose is to describe something, i.e., a phenomenon of teaching and learning grammar, and then descriptive research will be also used for analyzing data. Johnson and Christensen (2008) affirmed that descriptive research focuses on describing the characteristics of a situation or phenomenon accurately. Thus, the result of this research will be elaborated descriptively.

RESULT AND DISCUSSION

The result of the research concerning the students’ perceptions on the use of Robert Frost’s poetry in improving the students writing short story would be explained in the analysis below. In order to investigate the students’ perceptions on the implementation of Frost’s poetry in teaching writing short story, the questionnaire with 13 items. The questionnaire focused on 2 main points, they are about the implementation of Frost’s poetry in improving students writing short story. By using Likert Scale, the students were asked to respond whether they are strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SA) with the statements. Also, to getting know how the students perceived the use of Robert Frost’s poetry in teaching writing.
Scale Type
1. Statement Number 1: By using Robert Frost’s poetry, I become more motivated to write.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>f(%)</td>
<td>15</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>f(%)</td>
<td>(88.24)</td>
<td>(11.76)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
</tr>
</tbody>
</table>

The table shows that majority of the students strongly agree with the statement in which they become more motivated to write through Robert Frost’s poetry. Out of the total 17 students, 15 students (88.24%) claimed that they strongly agree and 2 students (11.76%) agree.

2. Statement Number 2: The use of Robert Frost’ poetry makes me easier to write short story.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>f(%)</td>
<td>4</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>f(%)</td>
<td>(23.53)</td>
<td>(76.47)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
</tr>
</tbody>
</table>

It is shown in the table above that there were 4 students (23.53%) claimed that they strongly agree and 13 students (76.47%) agree. It can be said that mostly students agree with the statement that the use of Robert Frost’s poetry makes them easier to write their own short story.

3. Statement Number 3: The activities in writing class by using Robert Frost’s poetry help me to improve my writing short story.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>f(%)</td>
<td>11</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>f(%)</td>
<td>(64.71)</td>
<td>(35.29)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
</tr>
</tbody>
</table>

The above table represents the number of 11 (64.71%) who confirmed strongly agree and 6 students (35.29%) confirmed agree and 6 students (35.29%) confirmed agree that the activities in writing class by using Robert Frost’s poetry help them to improve their short story.

4. Statement Number 4: The used of Robert Frost’s Poetry makes me enjoy writing my own short story.
To respond the statement 4, there were 14 students (82.35%) confirmed strongly agree, 3 students (17.65%) claimed agree. It is clearly seen in the table that majority of the students claimed strongly agree that the used of Robert Frost’s poetry makes them enjoy writing short story.

Table 4
Frequency of Statement 4

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>f(%)</td>
<td>14 (82.35)</td>
<td>3 (17.65)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>

5. Statement Number 5: By using Robert Frost’s poetry, learning writing is integrated with other language skills.

Table 5
Frequency of Statement 5

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>f(%)</td>
<td>17 (100)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>

The table indicates that 17 students (100%) strongly agree. In other words, all of students strongly agree that learning writing is integrated with other language skills by using Robert Frost’s poetry.

6. Statement Number 6: Integrated learning in writing class by using Robert Frost’s poetry provides me with more ideas to write.

Table 6
Frequency of Statement 6

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>f(%)</td>
<td>11 (64.71)</td>
<td>6 (35.29)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>

It is indicated in the table that out of 17 students, 11 students (64.71%) confirmed strongly agree, 6 students (35.29%) claimed agree. It is concluded that mostly students strongly agree that integrated learning in writing class by using Robert Frost’s poetry provides them with more ideas to write.

7. Statement Number 7: Integrated learning in writing class by using Robert Frost’s poetry helps me improve my writing.
The table presents that mostly students strongly agree with the statement 7 in which integrated learning in writing class by using Robert Frost’s poetry helps them improve their writing skill. It can be seen from the percentage where 13 students (76.47%) stated strongly agree and 4 (23.53%) confirmed agree.

<table>
<thead>
<tr>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Table 7" /></td>
</tr>
</tbody>
</table>

8. Statement Number 8: By using Robert Frost’s poetry, I can practice my English in outside the classroom.

The students’ responses to statement 8 consist of agree with 13 students (76.47%), and undecided with 4 students (23.53%). It is clearly justified that mostly students claimed agree that the Robert Frost’s poetry can practice their English in outside the classroom.

<table>
<thead>
<tr>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2" alt="Table 8" /></td>
</tr>
</tbody>
</table>

9. Statement Number 9: Themes or topics have been discussed are interested.

The table above shows that all of the students strongly agree that themes or topics that had been discussed in their writing class are interested. It can be seen from the percentage where 17 students (100%) stated strongly agree.

<table>
<thead>
<tr>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Table 9" /></td>
</tr>
</tbody>
</table>

10. Statement Number 10: Themes or topics have been discussed suit my language proficiency level.
Table 10  
**Frequency of Statement 10**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
<td>(f)</td>
</tr>
<tr>
<td>0 (0)</td>
<td>14 (82.35)</td>
<td>1 (5.58)</td>
<td>2 (11.76)</td>
<td>0 (0)</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it can be seen that there were 14 students (82.35%) chose agree, 1 student (5.88%) marked undecided and 2 students (11.76%) stated disagree. Considering its highest percentage, it is said that the majority of the students agree that themes or topics had been discussed suit their language proficiency level.

11. Statement Number 11: Themes or topics have been discussed are easy to compose a writing short story.

Table 11  
**Frequency of Statement 11**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
<td>(f)</td>
</tr>
<tr>
<td>8 (47.06)</td>
<td>9 (52.94)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td></td>
</tr>
</tbody>
</table>

It is shown in the table that the option for strongly agree was chosen by 8 students (47.06%), and the option for agree was marked by 9 students (52.94%). In other words, statement number 11 in which themes or topics that had been discussed were easy to compose a writing short story.

12. Statement Number 12: Themes or topics have been discussed are related to the skill that I want to improve.

Table 12  
**Frequency of Statement 12**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
<td>(f)</td>
</tr>
<tr>
<td>15 (88.24)</td>
<td>2 (11.76)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td></td>
</tr>
</tbody>
</table>

Considering its greatest frequency, the table above indicates that option for strongly agree was mostly stated by the students. There were 15 students (88.24%) confirmed strongly agree, and 2 students (11.76%) confirmed agree. It is clear that most students strongly agree with the statement in which themes or topics had been discussed were related to the skill that they want to improve.

13. Statement Number 13: Activities employed in classroom are relevant to the purpose of learning.
Table 13
Frequency of Statement 13

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>f(%)</th>
<th>f(%)</th>
<th>f(%)</th>
<th>f(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>15</td>
<td>11.76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

From the table above, it can be concluded that majority of the students strongly agree that the activities employed in the classroom were relevant to the purpose of learning. It is supported by the students’ options where 15 students (88.24%) claimed strongly agree, and 2 students (11.76%) agree.

Open-ended Questionnaire
Other than the scale, this questionnaire was also assisted with open-ended questions. The aim of designing the questions was to justify the previous questionnaire and to get more insight into the students’ perception toward the applying of Robert Frost’s poetry in teaching writing. In addition, it is worth to note all the abbreviations indicated in each questions below stood for students’ initial names.

Question Number 1: Do you prefer learning writing short story by using Robert Frost’s poetry? Why?
For this question, all students answered “yes” and the reasons why they prefer learning writing short story by using Robert Frost’s story are mostly same. Most students declared that Frost’s poetry can help them improve their writing short story. In addition, they can improve their English vocabulary because the difficult words of Frost’s poetry as a challenge for them to understand the text meaning. Some of students’ answers are shown below.

IM : Yes, I do. Because Frost’s poetry is very interesting to be studied. Even the text meaning of the poem is very difficult to be understood with its difficult vocabularies but I think it is a big challenge for me and it can improve my English writing skill.
RM : Yes, I do. Because I am not bored to write and I get many new vocabularies from the activities and it makes my writing skill is getting better.
CY : I think my ability in writing is quite improved because by using media of Frost’s poetry that I studied in writing class make my writing skill is better.
BK : Yes, I do. My ability in writing improve because by using Frost’s poetry I can write my own experience related to the text of Frost’s poetry and it was our activity in every meeting.

Question Number 2: Do topics/themes make you interested? Why?
All of the students indicated that the topics or themes make them interested because all of Robert Frost’s poetries that were provided by the researcher in writing class related with the students’ life experiences. Here are some examples of students’ responses.

MN : Yes, I do. By using Frost’s poetry in our writing class actually is very interesting. The topics or themes provided many experiences that related to my own experience like sadness and happiness life and many others.
KU: Yes, I do. The themes are very interesting because the author of the poems has the same experience in my life.

JI: Yes, I do. The topics are interesting. The poem tells about the author’s experience and I have the same experiences with the author.

FM: Yes, I do. The themes that were given to us related to my own life experience.

TS: Yes, I do. It is very interesting because the author’s experiences is same with my experience and we were asked to write our experience into short story which is related to the author’s experience.

Question Number 3: Does the activity by using Robert Frost’s poetry make you to be interested and motivated to write short story? Why?

For this question, all of the students answered “yes” and their answer are mostly same. They think that the activity in writing class by using Robert Frost’s poetry make them to be interested and motivated to write short story because they were provided various activities in the class where the students were asked to read and understand the text meaning, they discussed the topic in their own groups, tell the class orally in English about the result of their discussions in their groups, after that, they started to writing activity. The students were motivated to write short story in the class because they were asked to write their own experience related to the story of Frost’s poetry that was discussed in their writing class. The following descriptions are some of the students’ responses.

ST: Yes, I do. Because there were some steps that we did in our writing class by using Frost’s poetry. The first step, we read the poem and understood it, after that we practiced to speak and then we expressed our idea in writing activity by writing our experience related to the poem that we had discussed in our group.

DT: Yes, I do. Because in our class, we did many activities such as reading and interpreting of Frost’s poetry. After that, we explained it orally to the class before we expressed our idea in writing activity by writing our own experience.

WG: Yes, I do. Because we had many activities in our writing class. Before we were asked to read and understand the poem, we were divided into some groups and then every group was asked to discuss of what the poem tells about. After that we explained the class about our interpretation of the poem and the last activity, we were asked to write our own experience related to the poem, and I think that it is good for us to improve our vocabulary, reading, speaking, and writing skill.

Question Number 4: Do you think your writing short story text performance improve by using Robert Frost’s poetry?

Similarly, all of the students’ responses for this question is “yes”. They claimed that their writing short story text improve by using Frost’s poetry because the topics those were provided by the researcher related to their own experience. Besides, they also got more amount of times to practice their writing since at the end of every meeting in writing class where they were asked to write their own experience. Here are some students’ answer.
AT: I think my writing ability is quite improved because by using media of Robert Frost’s poetry which is in English that I studied in writing class make my writing skill is getting better.

RM: Yes, I do. My ability in writing short story improve by using Frost’s poetry. I get many vocabularies from that media and I have knowledge about how to write my experience.

DL: Yes, I do. My ability in writing improve because by using Frost’s poetry I can write my own experience related to the text of Frost’s poetry and it was our activity in every meeting.

Question Number 5: Does Robert Frost’s poetry in writing activity integrated all your language skill? Please elaborate!

To respond this question, all of the students answered “yes” even all of them stated only writing, reading, and speaking skill. Listening skill itself was not stated by the students. They did not think that Frost’s poetry can improve their listening skill. However, all of the students think that Frost’s poetry in writing activity integrated their language skill. They thought also that Frost’s poetry can improve their English vocabulary because their writing class by using Frost’s poetry which in English forced them to know the meaning of the text. Some of their answers are presented below.

SA: Yes, I do. I think it can improve other skills like reading, speaking and also my English vocabulary.

ST: Yes. Robert Frost’s poetry as a teaching media can improve my other skills. My reading skill can improve because we were asked to read and understand the text meaning before we write our own experience. So, it can improve my vocabulary where we must find the meaning of the text. Besides, my speaking skill also can improve because we were asked to tell the class orally about the text meaning.

NP: By using Frost’s poetry, my English can be improved. It is not only in writing but also in reading and speaking skill because were asked to read and understand the text meaning and then we explained it orally to the class by using Frost’s poetry before writing our own experience related to the text.

ME: By using Frost’s poetry, I can improve my writing skill and also my other skills like reading, speaking and I learnt many vocabulary for the first time.

Question Number 6: Describe your impression about Robert Frost’s poetry that is provided for your writing subject!

The students’ impression toward the implementation of Frost’s poetry is good. They declared that the applying of Frost’s poetry is interesting, and they were enthusiastic to study it. The students also get new knowledge from the activities that can improve their skill in writing short story. Besides, they can improve their others knowledge.

ES: By using Frost’s poetry in writing class makes my ability in writing short story more better. The activity in the class forces the students to practice their writing especially in writing short story because many Frost’s poetry tells about the author’s experience.
it facilitates the students in writing their experience.

HK: I was exciting to study English by using Frost’s poetry because the title of the poems are interesting. The story tells us about his sadness, happiness, decision, loneliness, the values of friendship, the expression of God’s love, and many more.

After reviewing the students’ answer to the questionnaire, both in scale type and open-ended questions, it can be said that the implementation of Robert Frost’s poetry in writing class gained positive perception of the students.

**Students’ Perception on the Implementation of Robert Frost’s Poetry**

This section is as a description toward the research questions of this current research. The positive result from the questionnaire indicated that the students are mostly likely supporting the use of Frost’s poetries in writing class. With respect to their preference, all students claimed that they prefer learning writing through Robert’s poetries. They found this approach is interesting and good and that activities employed during the treatment was helpful for them. Furthermore, they argue that their writing has improved due to the implementation of Robert’s poetries. This has been represented through the result of their post-test score which has significantly improved after undertaking class with Frost’s poetries.

In this study, the researcher provided some activities namely group and individual task. Group task provided group discussion while individual task provided writing activity, where the students were asked to write their own experience. It means that, the English teacher has the important role in designing class activity based on the students’ needs. It is argued also by Stange (2008) it is important to recognize the significant role teachers play in literacy learning and addressing students’ needs. Furthermore, they maintain that teachers do more than teaching and their roles educators may change as student need arise.

The questionnaire also showed the students agreed that the use of Frost’s poetries helped them to improve their creative writing. Besides, they were enjoyable in their writing class. The activities in writing class also can improve their others skills like reading, speaking and also vocabulary. Kirkgoz (2008) describe about the benefit of Frost’s poetries where it provides students with opportunity to enrich their vocabulary by presenting words not included in textbooks. Besides, it can foster their creative writing. In many language classes, students are generally asked to learn vocabulary through mere memorization and transition. Furthermore, Maher (1986) states that poem provides a stimulus and it can serve as a good model for creative writing.

The other questionnaire also shows that most of them were agree that the themes or topic had been discussed were interested and suit their language proficiency level and they were related to the skill that they want to improve. The other words, themes or topic that had been discussed were relevant to the purpose of learning goals. To sum up, the researcher concluded that the findings indicate that implementation of Frost’ poetry in writing class positively responded by the students and improved the students’ writing skill, and for that Frost’s poetry is highly recommended.
CONCLUSION AND SUGGESTION

Conclusion
The present research has explored the implementation of Robert Frost’s poetries in improving the students’ writing short story. Based on the findings, several conclusions can be drawn as follows. First, Frost’s poetry as a teaching media can be an alternative and effective way in teaching writing class where the students can relate the topics and also the keywords of Frost’s poetry to the students’ own experience real life in which the topics and the keywords of Frost’s poetry can be an inspiration of the students in writing short story or it can be a foundation to develop their writing short story. Also, the present study indicates that the implementation of Frost’s poetry in writing class positively responded by the students. Most of them agreed that the implementation of Frost’s poetry can improve the students’ writing short story. Furthermore, the present study supports the previous related research on English poetry and provides empirical evidence particularly in English language class as to improve students writing the text in foreign language context.

Suggestion
Even though the findings of this study shows the positive contribution in conducting this research in which the use of Robert Frost’s poetry improved the students writing short story, but this study still has some limitation. Therefore, further research is still needed to be conducted. The researcher hopes that the next researchers who want to conduct their research in different level to notice the selection of themes based on their level, age, and interest. Also, the researcher hopes the next researcher can apply the other writers of English poetry as a media in foreign language learning but in different skill or it can be used in improving the students writing skill but different types of writing.

REFERENCES


