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Creativity Meets Technology: The Role of AI Poem Generator in Enhancing Students' Writing Skills

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Abstract

This study examines English course students' perceptions and experiences with AI poetry generators in descriptive poetry learning. Despite growing use of technology in language education, there is limited understanding of its impact on students' creative writing, especially in Indonesia's EFL context. This qualitative case study, conducted in Gresik, East Java, involved 10 students and used interviews, classroom observations, focus groups, and poetry analysis over two months. The findings suggest students engage positively with AI tools, improving their vocabulary and confidence, though they face challenges with technical infrastructure and cultural relevance. This research provides insights into AI's role in creative writing education and highlights the importance of cultural adaptation in EFL contexts.

1. Introduction

It has long been known that descriptive poetry is a potent literary form that allows writers to emotionally and clearly convey events, emotions, and circumstances. In an educational context, teaching children descriptive poetry aims to enhance their understanding abilities, as well as their awareness of the world around them and their ability to communicate their own experiences. Descriptive poetry is essential in the literature curriculum in high school, as it helps students develop observation skills, use of figurative language, and creative expression (Kusmana, 2020). But there are many problems that come up when trying to teach high school kids' descriptive poetry.

One of the biggest problems is that kids require help using sensory imagery and figurative language well. Many kids have trouble turning what they see and feel into rich, poetic words, according to research. Also, students often don't want to compose poetry because they think it's a hard type of writing or because they don't think it has anything to do with their daily life (Kusmana, 2020).

Technology presents fresh chances to improve students' writing and creativity in this digital age (Amelia & Solikhah, 2024). It has been demonstrated that using digital tools in literature instruction can boost student interest and enable a more individualized and interactive learning experience. Research has shown that students' motivation and the calibre of their poetry can both be enhanced by using poetry learning applications. However, as stated in Gautier et al. (2021), there is still a lack of a thorough understanding of how these technologies are incorporated and interpreted in particular learning contexts (García-Martínez et al., 2023). Poetry instruction is an essential part of the national curriculum in Indonesia. Nonetheless, some research indicates there is still room for improvement in the outcomes of literature instruction at the senior high school level.

Factors such as the lack of innovative teaching resources, time constraints, and difficulties in making subject matter relevant to students' lives are often cited as barriers to effective literature teaching. The adoption of technology in poetry teaching in Indonesia remains limited, with many teachers still relying on traditional methods (Andriani, 2022). Furthermore, some preliminary studies in other countries have shown that using similar apps can improve students' motivation and the quality of the poems they produce (Kangasharju et al., 2024). Considering these improvements, further study is required to determine the effectiveness of the AI poem generator for Indonesian tenth graders. Because of their culture, learning style, and access to technology, Indonesian students might use this program in a different way.

Additionally, there is still a lack of research on users' subjective experiences and opinions of this software in relation to learning descriptive poetry. As a result, there are differences between modern research and the Indonesian context in terms of real-world application, cultural significance, and students' experiential

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perspectives. Understanding the nuances of culture, social context, and individual learning experiences— which are often overlooked in quantitative research— requires a deeper qualitative understanding.

Based on this gap, the present study explores in depth how students use and perceive the AI poem Generator in learning descriptive poetry at the senior high school level in Indonesia. Specifically, this study aims to answer two main research questions: (1) What experiences do the students gain when they use the AI poem generator? and (2) What are students' perceptions toward the use of the AI poem generator in the learning process and descriptive poetry writing? The novelty of this study lies in its focus on contextualizing AIbased poetry learning tools within the Indonesian cultural and educational setting, which has been underexplored in previous research.

By adopting a qualitative approach, this research seeks to provide new insights into how students' experiences and perceptions of AI tools can influence their creative writing development and contribute to more effective, culturally relevant strategies for technology integration in literature education.

2. Method

This study employed a qualitative descriptive case study design to investigate the use of the AI Poem Generator in supporting EFL students' descriptive poetry writing. A qualitative approach was chosen because it enables the exploration of learners' personal experiences, perceptions, and meaning-making processes in depth (Creswell, 2018). The case study framework provided the opportunity to capture the complexity of classroom practices and students' interactions with the tool in real-life learning settings (Toogood, 2025). The research was conducted at an English language course in Gresik, East Java, Indonesia.

The participants were 10 senior high school students enrolled in the course who used the AI Poem Generator over a two-month period. These students represented the primary data source, as their experiences, reflections, and written outputs illustrated how the tool was integrated into poetry learning. Complementary data were obtained from classroom observation notes, curriculum documents, and students' lesson plans to contextualize the role of the tool within the broader teaching framework.

Data collection relied on multiple techniques to ensure comprehensive coverage. First, participant observation was conducted throughout the implementation period, allowing the researcher to record classroom dynamics, student–teacher interactions, and the ways students engaged with the AI Poem Generator (Tannenbaum & Spradley, 1980). Second, semi-structured interviews with 5–10 students were carried out to elicit individual perspectives on the benefits, challenges, and learning processes associated with the tool (Datko, 2015).

To complement individual accounts, two to three focus group discussions (FGDs) were held to capture collective views and peer reflections. Document analysis of students' descriptive poems provided further insight into their development in creative writing, while reflective observation notes written by the students offered self-reported evidence of their learning experiences. The data were analyzed using thematic analysis as outlined by (Braun & Clarke, 2021). The procedure included repeated reading of transcripts and observation notes to achieve familiarization, systematic coding of relevant segments, grouping of codes into themes, and refinement of these themes to ensure coherence and clarity. Each theme was then clearly defined and synthesized into a narrative account to answer the research questions.

To enhance the validity and trustworthiness of the findings, several strategies were employed. Triangulation was achieved by combining various data sources—interviews, FGDs, observations, and document analysis (Barahmeh & Bsharat, 2024). Member checking was conducted by allowing participants to review transcripts and interpretations for accuracy. Peer debriefing with colleagues was used to minimize bias and strengthen interpretive credibility (Creswell & Poth, 2016). Transferability was facilitated by offering comprehensive and extensive descriptions of the research environment and context. A clear audit trail that recorded all research efforts and decisions made sure that the results were reliable and could be confirmed.

The study sought to deliver a contextualized and credible account of the integration of AI tools, specifically the AI Poem Generator, into descriptive poetry learning for Indonesian EFL learners, utilizing a case study design, various qualitative data collection methods, thematic analysis, and stringent validity measures.

3. Result

1. Students' Experiences Using AI Poem Generator

Initial Engagement and Learning Curve

The analysis of interview data and observation notes revealed that students' initial experiences with the AI poem generator were characterized by a mix of excitement and apprehension. Most students (5 out of 10) reported feeling initially intimidated by the technology but quickly became comfortable with its features after the first few sessions.

For example, Student A noted:"Pada awalnya saya merasa khawatir bahwa penggunaannya akan sulit. Namun, setelah mencobanya selama kurang lebih 15 menit, saya merasa bahwa aplikasi tersebut cukup mudah digunakan. Antarmukanya juga ternyata sangat ramah bagi pengguna." (Wawancara, Siswa A)

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"At first I was worried it would be complicated, but after trying it for about 15 minutes, I found it quite easy to use. The interface is actually very user-friendly." (Interview, Student A) ,2) "Saya merasa terdorong karena hasilnya lebih puitis dibandingkan dengan apa yang telah saya buat sebelumnya." (Wawancara, Siswa N) “Felt encouraging because the result was more poetic than what hadcreated” (Interview, Student N), 3) "Setelah menggunakan aplikasi pembuat puisi berbasis AI, hasil puisinya menjadi lebih singkat, jelas, dan bermakna." (Wawancara, Siswa C) “After using the AI poetry generator application, the poetry results are shorter, clearer and more meaningful” (Interview, Student C), 4) "Awalnya saya merasa ragu, tetapi setelah menggunakannya beberapa saat, aplikasi ini menjadi jauh lebih mudah digunakan. Alat ini sangat membantu saya dalam menyusun pikiran dengan lebih teratur." (Wawancara, Siswa U) “I was unsure at first, but after using it for a while, it became much easier. The tool really helped me organize my thoughts better” (Interview, Student U), 5) "Menggunakan AI Poem Generator membuat puisi saya terdengar lebih halus dan ekspresif. Saya kagum dengan seberapa cepat aplikasi ini membantu saya memperbaiki karya saya." (Wawancara, Siswa H)“Using the AI Poem Generator made my poetry sound more refined and expressive. I was impressed by how quickly it helped me improve my work” (Interview, Student H).

Observation data showed that students typically needed 1-2 sessions to become proficient with the basic features of the generator. The learning curve was notably steeper for students with limited prior experience with educational technology.

Interactive Features and Creative Process

Students' interaction with the AI poem generator's features revealed several patterns of usage, one of the most widely used features is the word suggestion tool, which is used by all students. This feature proves to be very beneficial in improving vocabulary and helping students who are experiencing writer's stalemate. Another widely used feature is the rhyme finder, which is used by some of students, to improve the structure of their poems. In addition, the imagery hint and metaphor generator features also received positive responses, being used by 85% and 75% of students, respectively.

This feature provides creative inspiration, as well as supports the development of students' descriptive writing and creative expression. The effectiveness of these features is reflected in the feedback provided by students. For example, one student revealed that word suggestion tools helped him a lot when he was stuck looking for the right words to express his ideas. The students felt more confident in expressing their thoughts after using this generator. Feedback like this confirms that the tool not only makes writing easier, but also supports deeper creative expression.

Note: Data collected from observation records and student journals (N=10) The effectiveness of these features was reflected in student feedback, as exemplified by Student's comment:

> *"What I love most is how it gives me alternative words when I'm stuck. Sometimes I have an idea but can't find the right words, and the generator helps me express my thoughts better" (FGD Session 1)*

2. Students' Perceptions of AI Poem Generator

Impact on Learning Process Students'

Student's perceptions of the AI poem generator highlighted its strong impact on their learning processes. From interviews and focus group discussions, it emerged that the majority of participants felt more confident when writing poetry, reporting that the tool reduced their fear of making mistakes and encouraged them to explore various poetic styles. They also emphasized that the generator's feedback provided immediate assistance in refining their poems, which allowed them to edit and polish their work more effectively. Another commonly expressed perception was that the tool enriched their vocabulary, which in turn improved their ability to express ideas with accuracy and nuance.

Additionally, the structural guidance offered by the AI was considered helpful in organizing thoughts into coherent and meaningful poems. Importantly, students acknowledged that the inspiration provided by the generator encouraged them to experiment with new techniques and explore creative pathways they may not have considered previously. Students identified both benefits and challenges in using the AI poem generator. Among the most frequently mentioned benefits were vocabulary enhancement, increased creativity, and improved understanding of poetic structures such as rhyme schemes, stanza formation, and rhythm. Some students reported technical issues, such as unstable internet connections, which interrupted their workflow.

Others mentioned that they initially found the tool confusing and required additional time and guidance to adapt to its functions. A few students raised concerns about over-reliance on technology, suggesting that heavy dependence on the generator might hinder their ability to compose poems independently. There were also observations that the AI lacked personalization, with some outputs not aligning well with individual writing styles or the cultural and linguistic nuances of the Indonesian context. Cultural and Educational Context In addition to technical and pedagogical issues, students' perceptions were influenced by their cultural and educational surroundings. They said they liked it when the AI-generated poetry had references to local cultural things like people, places, and traditions that they were familiar with.

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This made them feel more connected to their own lives and more relevant. Students, on the other hand, also said they wanted the tool to be more in line with Indonesian culture and language, especially when it came to word selections, themes, and poetic forms. From an educational point of view, students stressed that the AI poem generator did not take the job of the teacher; instead, it added to their function.

4. Discussion

Integration of Technology in Poetry Learning

He findings suggest that the AI poem generator successfully bridges the gap between traditional poetry instruction and modern digital learning tools. This aligns with previous research by (Gautier et al., 2021), who found that digital tools can enhance student engagement in creative writing. However, the current study extends these findings by highlighting the specific ways in which AI-powered tools can support the creative process in an EFL context.

Impact on the observed improvement in students'

Poetry writing skills suggests that the AI poem generator effectively scaffolds the creative writing process. This supports Kusmana (2020) findings about the importance of innovative teaching resources in literature education. The progression in students' use of figurative language and sensory details particularly demonstrates the tool's effectiveness in developing these crucial poetic elements.

Cultural and Pedagogical Implications

The findings highlight the importance of cultural contextualization in educational technology, supporting Dalle et al. (2024) research on the role of cultural values in technology 39 adoption. The students' desire for more localized content suggests the need for cultural adaptation in educational technology design.

Recommendations for Practice

This study's results lead to a number of important suggestions for making it easier to use AI poetry generators in EFL classrooms. When it comes to technical execution, schools should focus on building a reliable internet infrastructure so that everyone can always access the AI poem generator. To get the most out of the instrument, teachers and students should also get thorough first training sessions. It would also be helpful to add offline capabilities so that the app may be used when the internet connection is not stable. When it comes to integrating AI into teaching, it's important to find a balance between using AI to help students learn and using traditional teaching approaches. Teachers should carefully include knowledge that is culturally appropriate to Indonesian students and make sure that pupils don't rely too much on the AI technology.

This balance makes sure that pupils can use technology to help them be creative. To make the AI poem generator more culturally relevant and interesting for local students, it should be improved to offer a wider range of Indonesian poetry styles and examples. The program could also let users customize it more to fit their learning styles and interests. Also, adding tools that help people write together will make peer learning more possible and make the classroom livelier. These changes would make the instrument for teaching poetry in Indonesian EFL settings completer and more useful.

5. Conclusion

This chapter presents the conclusions drawn from the research findings and provides suggestions for various stakeholders. The conclusions address the research questions posed at the beginning of the study, while the suggestions translate the findings into practical recommendations for teachers, institutions, technology developers, and future researchers. In general, the study has demonstrated how the use of an AI poem generator in descriptive poetry learning contributes positively to students' experiences, perceptions, and skill development, while also highlighting important challenges and contextual considerations.

The first conclusion, the research found that students demonstrated a clear progression in both tool adoption and creative skill development. Although initial hesitation was evident, this quickly transformed into confidence and comfort as students became familiar with the interface and features. The majority of participants adapted within one to two sessions, suggesting that the tool is highly accessible and appropriate for high school learners. Engagement with interactive features was particularly strong, with the word suggestion tool and rhyme finder being consistently used by nearly all students.

This indicates that the AI generator effectively functioned as a scaffolding tool that supported students' vocabulary choices, poetic structure, and overall composition process. Moreover, analysis of students' poetry samples revealed measurable improvements across key dimensions, including figurative language, sensory detail, and vocabulary range. Such improvements suggest that the AI poem generator not only supported technical writing skills but also enhanced students' creative expression over time.

The second perceptions were strongly positive, with most students acknowledging that the tool increased their confidence and reduced anxiety when writing poetry. The immediate feedback function was especially valued, as it provided timely guidance that is often limited in traditional instruction. Students reported improvements in vocabulary, creativity, and understanding of poetic structure, showing that the tool effectively addressed both technical and creative dimensions of poetry writing. However, several challenges emerged, particularly technical difficulties such as unstable internet connections and concerns about over-reliance on AI assistance. Some students also noted the lack of personalized

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and culturally relevant content, suggesting that further adaptation is necessary to align the tool more closely with Indonesian cultural and literary contexts. Importantly, students emphasized that the AI generator complemented rather than replaced traditional teaching, reinforcing the role of teachers as guides and facilitators in the learning process.

Critically, the research highlights that while the AI poem generator supports significant skill development and enhances students' learning experiences, there remain limitations that must be addressed. The findings cannot be generalized beyond the specific context of this study, which involved a relatively small sample of Indonesian high school students in a limited timeframe. Furthermore, the reliance on self-reported perceptions and short-term observations restricts the ability to assess the long-term impact of AI-assisted poetry instruction.

Despite these limitations, the study contributes to the growing body of knowledge by showing how AI-based educational tools can be integrated into creative disciplines such as poetry writing, an area that has received limited scholarly attention. This research moves the discussion forward by not only identifying the benefits of AI tools in language learning but also by foregrounding the importance of cultural adaptation, teacher involvement, and balanced integration between technology and independent creativity.

The study suggests several important points for future practice and research. First, it is recommended that teachers consider integrating AI tools like the AI poem generator into their teaching practices to enhance student engagement and provide interactive learning experiences. Such integration could allow students to develop not only creativity but also digital literacy skills that are increasingly relevant in today's educational context. Furthermore, teachers should design scaffolding strategies to accompany the use of AI tools, ensuring that students understand the creative process rather than relying solely on the technology.

For future research, it is suggested that further studies be conducted with larger samples and diverse contexts to examine the broader applicability of AI in poetry learning. Researchers could also explore other genres of writing to determine whether AI tools have similar impacts, as well as investigate the long-term effects of AI-assisted learning on students' writing development.

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