



# ADPIKS

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## THE USE OF FREEWRITING TECHNIQUE ON THE POETRY WRITING ABILITY

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### **Abstract**

Poetry writing skills require creativity, imagination, and mastery of language. The freewriting technique, which allows writers to write without constraints during a set period of time, is considered effective in overcoming writing barriers and generating creative ideas. This study examines the impact of the freewriting technique on students' poetry writing abilities. The objective was to determine whether freewriting could enhance creativity, word choice, poem structure, and emotional expression in students' poetry. This study using a descriptive qualitative approach. Data were collected through observation, interviews, and analysis of students' poetry works. The results of the study show that the freewriting technique is effective in enhancing creativity, self-expression, and reducing barriers in poetry writing. Freewriting encouraged students to explore more diverse themes, use unique and bold word choices, and express deeper emotions. Additionally, students in the experimental group displayed greater flexibility in poem structure and a more fluid flow of ideas. However, challenges in organizing and refining their writing were noted, particularly in structuring poems effectively. The findings suggest that while freewriting is an effective tool for fostering creativity and self-expression, it should be complemented by guidance in poetry structure and editing to maximize its potential. The study recommends incorporating freewriting in poetry writing instruction to support students in developing innovative and expressive poetry.

**Keywords:** Freewriting; poetry writing; skills

### **Abstract**

Kemampuan menulis puisi membutuhkan kreativitas, imajinasi, dan penguasaan bahasa. Teknik *freewriting*, yang memungkinkan penulis menulis tanpa hambatan selama periode waktu tertentu, dianggap efektif untuk mengatasi hambatan menulis dan memunculkan ide-ide kreatif. Penelitian ini mengkaji pengaruh teknik freewriting terhadap kemampuan menulis puisi siswa. Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik freewriting dapat meningkatkan kreativitas, pemilihan kata, struktur puisi, dan ekspresi emosi dalam puisi siswa. Penelitian ini menggunakan pendekatan kualitatif bersifat deskriptif. Data dikumpulkan melalui observasi, wawancara, dan analisis karya puisi peserta didik. Hasil penelitian menunjukkan bahwa teknik *freewriting* terbukti efektif dalam meningkatkan kreativitas, ekspresi diri, dan mengurangi hambatan dalam menulis puisi. Freewriting mendorong siswa untuk mengeksplorasi tema yang lebih beragam, menggunakan pilihan kata yang unik dan berani, serta mengekspresikan emosi yang lebih mendalam. Selain itu, siswa dalam kelompok eksperimen menunjukkan fleksibilitas yang lebih besar dalam struktur puisi dan aliran ide yang lebih lancar. Namun, tantangan dalam mengorganisir dan menyempurnakan tulisan mereka tercatat, terutama dalam menyusun puisi dengan struktur yang efektif. Temuan ini menyarankan bahwa meskipun freewriting adalah alat yang efektif untuk meningkatkan kreativitas dan ekspresi diri, teknik ini sebaiknya dilengkapi dengan bimbingan dalam struktur puisi dan penyuntingan untuk memaksimalkan potensinya. Penelitian ini merekomendasikan penerapan teknik freewriting dalam pembelajaran menulis puisi untuk mendukung siswa dalam mengembangkan puisi yang inovatif dan ekspresif.

**Kata Kunci:** Kemampuan, Menulis Bebas, Menulis Puisi.

## INTRODUCTION

Education has become one of the most essential elements in human life, both in the past and present. Education is considered the primary factor determining an individual's future in the effort to build the nation's progress. Therefore, the active role of the government is crucial in the education sector, one of which is by requiring every citizen to participate in basic education programs for nine years. This demonstrates how important education is for every citizen. The Indonesian National Education System Law states that education is a consciously planned effort to create a learning environment and process in which students can actively develop their potential. The goal is for them to have spiritual religious strength, self-control abilities, good character, intelligence, noble morality, and skills needed by individuals, society, the nation, and the state. (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003)

Indonesian language learning aims to improve students' ability to communicate effectively and creatively, sharpen logical thinking skills, and increase appreciation and understanding of literary works. According to Tatiyana et al (Mauluddin et al., 2024), learning is also a process of interaction aimed at obtaining information through certain methods, so it can change someone from not knowing to knowing, and from not being good to becoming better.

Indonesian language plays an important role as a communication tool and national language, which is one of the prides of the Indonesian nation, reflecting social and cultural values, as well as strengthening the sense of nationalism. The proper use of Indonesian is very important to convey messages clearly, both orally and in writing. Furthermore, the Indonesian language also serves as a means to share experiences, learn from others, and enhance intellectual abilities. Along with the advancement of science, technology, and information, the development of Indonesian is not only seen from its usage in daily life but also through the learning process. Therefore, Indonesian language learning is a critical factor in ensuring that this language evolves to meet the demands of an increasingly modern era.

In general, Indonesian Language and Literature teaching focuses on four language skills: listening, reading, speaking, and writing. Writing skills are one of the important aspects of language that need to be mastered. Several experts have provided

definitions related to writing. According to the Ministry of National Education (Rahmiati, 2014), writing is the process of expressing thoughts and feelings through writing. Sismulyasih Sb (Khaerani, 2015) stated that writers must master graphology, language structure, and vocabulary, and writing skills can be achieved through continuous practice. Saleh Abbas added that writing is the ability to convey ideas, opinions, and feelings to others using written language, paying attention to language accuracy, spelling, grammar, and vocabulary. According to Martha and Situmorang (Martha & Situmorang, 2018), the purpose of writing is communication, with each writing having a specific intention. Writing skills have a significant impact on daily life as they allow someone to engage in various fields. Writing is also a form of indirect communication that enables students to express ideas and thoughts freely with the correct language structure and appropriate context.

Writing is a skill that allows someone to communicate indirectly or without face-to-face interaction with others. Writing activities are divided into various aspects, such as writing introductions, writing rhymes, writing poetry, writing dramas, writing short stories, and so on. Writing poetry, as part of language skills, is an important writing technique that students need to develop. By writing poetry, students are expected to develop their imagination and inspiration through written language, which can provide aesthetic experiences for readers. This writing activity is crucial in the educational world, where students are required to pour their ideas and thoughts into writing, whether based on knowledge or personal experience (Ruslan & Nazriani, 2019)

Every type of literary work requires good writing skills, including writing poetry (Wibowo et al., 2017). Poetry is a form of literary work that uses beautiful and meaningful language to convey feelings and thoughts. According to Emha et al. (Emha, Ratna Juwitasari; Abdullah, Varatisha Anjani; Pujiati, Tri ; Iskandar, 2020), poetry is an aesthetic work with profound meaning. Poetry represents sound that contains imaginative, emotional, and intellectual elements from the poet, which is poured into written form. Poetry is an element of sound that reflects the imagination, emotions, and thoughts of a poet, which is then manifested in writing, in line with the opinion of Widjoko & Endang (Marlani & Prawiyogi, 2019), stating that poetry is the expression of the poet's inner experience about life, nature, and God, conveyed through aesthetic and coherent language in the form of text.

Writing skills are one aspect of active, productive, and expressive language skills used to express one's ability to convey ideas, opinions, and feelings through written media, resulting in a written work (Rahayu, 2024). Writing skills are an important aspect that students must master. However, many students feel bored when learning this subject, so writing is often seen as a burden. A study by Memet Priadi (Marwani, 2020) assessing children's writing skills found that only 31.25% of students achieved satisfactory results. A similar study by Maya Puspita Sari and Cahyo Hasanudin (Sari & Hasanudin, 2022) showed a score of 54.17% for students' writing ability. From both studies, it can be concluded that students' writing ability in Indonesia is still relatively low.

Poetry writing learning in schools aims to help students increase self-awareness, empathy towards others, and concern for the environment. Additionally, this learning aims to provide pleasure, basic knowledge about poetry, and foster sensitivity to literary works, thus stimulating interest and love for literary appreciation, as expressed by Emzir (Afifah et al., 2020). The ability to write poetry is a form of conveying messages that reflect the heart's content or depict the emotions being experienced in writing (Septiani et al., 2022). However, according to Imam et al. (Mauluddin et al., 2024), many students still experience difficulties in learning how to write poetry, mainly due to a lack of interest in writing activities.

One factor contributing to the low writing ability of students is the phenomenon of writer's block. This situation arises due to internal factors in the writer, such as a lack of interest in reading and low self-confidence regarding their writing results. This causes students to struggle to continue their writing, ultimately impacting their writing ability. The causes of writer's block are varied for each individual, including clinical depression, loss, life pressures, the pressure to create extraordinary works, tight deadlines, the demand to write multiple things at once, and other factors that can influence the writing process.

A study by Angelina Diva (B.A.W, 2015) found the presence of writing anxiety among students, making it difficult for them to complete writing assignments. Several contributing factors to writing anxiety include low grades in related subjects, limited vocabulary, lack of knowledge about vocabulary structure, difficulty in developing ideas, and the perception that writing is a difficult activity. According to Mulyadhi

(Kartanegara, 2005), reading is the most effective source of information and knowledge. The more we read, the more information we gather, which will increase the desire and confidence to write it down. Furthermore, reading can sharpen language sensitivity and strengthen a writer's thinking framework. Interestingly, many people claim they struggle with writing because they have so many ideas in their minds, making it difficult to know where to start. As a solution, Rahmiati suggests that students overcome these internal barriers by building self-motivation, changing lifestyles, competing healthily, and developing creativity.

Based on these issues, the researcher decided to test the freewriting technique as a solution to overcome the obstacles faced by students in writing poetry. Freewriting has become one of the popular methods to train writing creativity. Freewriting, introduced by Elbow, is a writing activity done freely without focusing on grammar rules, structure, or logic within a specific period (Subekti, 2019). Freewriting is a writing technique performed continuously without being bound by certain language rules. In this technique, the writer is free to pour out whatever is on their mind without worrying about structure or proper grammar. This freedom in the technique allows writers to write without pressure in the writing process. As stated in a quote, "The freewriting technique is very easy to use and effective. Essentially, you just need to write freely, whatever comes to mind."

A technique is a tool to achieve a goal. The technique needed to improve writing skills is one that can help students express ideas and organize words into good sentences (Nurlailah et al., 2022). The main goal of this technique is to train hand muscles and thinking skills so that students become more accustomed to writing. In this technique, it is recommended to write as much as possible without worrying about mistakes in wording or spelling for 10 minutes. The writer is advised not to feel embarrassed, even if the writing may be incorrect (Heryana, 2022).

The freewriting technique is considered very suitable for overcoming the writer's block experienced by students. This technique gives students the freedom to write according to their feelings and thoughts without being hindered by themes or specific limits. Thus, it is hoped that students' writing skills can improve, the learning process can be more optimal, and the learning objectives can be achieved. According to a study by Alya (Fadila, 2023), students' short story writing ability after applying the freewriting

technique showed significant results, as there was an improvement in the results obtained after the treatment. The experimental class obtained a result of 84.33, while the control class obtained a result of 78.17, showing an increase of 6.16.

Based on the above statements, the researcher is interested in conducting a study related to the Use of the Freewriting Technique on the Poetry Writing Ability of Eighth Grade Students at SMP Negeri 3 Padangsidempuan. This study uses a descriptive qualitative approach. The purpose of this study is to assess the eighth-grade students' ability to write poetry using the freewriting technique and examine how students respond after using the freewriting technique in writing poetry.

## RESEARCH METHODS

This research uses a descriptive qualitative approach, which aims to describe and analyze phenomena in their natural conditions without making changes or controlling the existing variables. The researcher acts as the main instrument in the process of data collection and analysis. In qualitative research, data is collected first, followed by the use of existing theories to explain the findings discovered during the research, and finally developing theories based on the data obtained (Abdussamad, 2021).

To collect data, this research employs several methods: observation, interviews, and documentation.

- Observation is conducted to observe the implementation of the freewriting technique in the classroom, looking at how students carry out the free writing activity and how this process influences them.
- Interviews are conducted to understand students' experiences before and after using the freewriting technique, to gain insights into how this technique affects their ability to write poetry.
- Documentation is used to analyze the poetry works produced by the students, both before and after the implementation of the freewriting technique, to observe differences in the quality and creativity of the poems written.

The researcher plays a direct role in collecting and analyzing the data, thus referred to as the *Key Instrument*. The data analysis technique used in this study is the interactive model by Miles and Huberman, which involves four main steps: data collection, data reduction, data presentation, and drawing conclusions and verification.

To ensure the validity of the data, this study uses triangulation, which involves cross-checking with various sources or methods to enhance the credibility of the findings.

Steps in Implementing the Freewriting Technique in the Study: 1). Freewriting: Students are asked to write freely for 10 minutes without paying attention to grammar, structure, or the quality of the ideas that come up. The main focus is on allowing ideas and feelings to flow spontaneously. 2). Identifying Interesting Elements: After writing, students are asked to identify interesting words, phrases, or ideas from their writing. These elements will serve as the basis for developing the poem. 3). Developing into a Poem: Students then develop the identified elements into a poem, focusing on organizing ideas and using creative language.

Through these steps, it is hoped that students can express themselves more freely through writing and find a more enjoyable way to write poetry, which will, in turn, improve their writing skills.

## **RESULTS AND DISCUSSION**

### ***Results***

This research aims to determine the effect of using the freewriting technique on the poetry writing skills of eighth-grade students at SMP Negeri 3 Padangsidempuan. The freewriting technique was applied in poetry writing activities to help students express their ideas and imaginations without being hindered by concerns about grammatical errors or poetic structure. Based on data obtained from observations and analysis of students' poetry works, several important findings need to be outlined as follows: 1). Development of Students' Creativity. After applying the freewriting technique for three weeks, it was observed that most students showed improvement in creativity in writing. Before using freewriting, many students struggled to begin writing poetry and were often trapped in rigid thinking patterns. However, after practicing freewriting, they found it easier to express their ideas in a more varied form of poetry. This finding is consistent with the research conducted by Widya et al. (Putranti et al., n.d.) titled *Persepsi Siswa terhadap Kegiatan Menulis Bebas (Free Writing) di Kelas 7-11 Siswa SMPN 1 Praya*. The research found that students had a positive perception of freewriting with a percentage of 81%, indicating an increase in their creativity in writing. The experimental group showed significant improvement in creativity. The poems produced were more varied in terms of language style and themes compared to the



control group. 2). Improvement in Expressing Emotions and Imagination. The use of the freewriting technique proved effective in helping students express their emotions and imaginations. In the poetry written after freewriting exercises, many students were able to describe their moods or feelings more deeply and openly, compared to the poetry they wrote before using this technique. 3). Improvement in Structure and Sentence Construction. Although the purpose of freewriting is to write without thinking about structure or grammar, this research showed a positive impact on students' ability to construct better sentences in poetry. After practicing freewriting, students found it easier to organize ideas into more structured forms of poetry, using various literary elements such as rhythm, alliteration, and symbolism. Participants who used the freewriting technique explored more unexpected word choices, avoiding clichéd expressions. They were more daring in trying less common words to convey meaning. Although some students initially struggled with more complex poem structures, those using freewriting showed progress in organizing lines and stanzas in a more structured manner, without being confined to traditional patterns. 4). Increased Motivation to Write. Freewriting also boosted students' motivation to write. Students became more confident in expressing their ideas without the fear of making mistakes, as the technique emphasizes freedom and reduces the pressure to write perfectly. This finding aligns with research conducted by Jabeen and Khurshid (Atiah et al., 2023) in *The Role of Freewriting in Developing Writing Skills in EFL Learners*. Their research focused on students learning English as a foreign language (EFL) and found that freewriting helped students overcome writing barriers and improved their overall writing skills. In this context, freewriting gave students the space to express themselves without the fear of making mistakes, which encouraged them to be more productive and creative in writing. These findings align with this study, showing that freewriting reduces barriers for students in writing poetry and motivates them to write.

In addition to the significant improvements observed in creativity, word choice, structure of the poem, and emotional expression, this study also revealed other findings regarding the use of the freewriting technique to improve students' poetry writing skills.

1). Smoother Writing Process: Students who used the freewriting technique reported a



smoother writing experience with fewer obstacles. They felt freer to write without pressure and experienced less anxiety about making mistakes in their poems. This reflects the benefits of free expression and idea exploration, which encouraged them to write without fear of judgment. 2). Improved Focus and Concentration: The experimental group demonstrated better focus during the writing sessions. Many of these students, who previously struggled to maintain focus when writing poetry, were able to overcome external distractions after using the freewriting technique. Freewriting helped reduce anxiety about the "final result" and allowed them to concentrate more on the creative process. 3). Improved Themes and Meaning in Poetry: The freewriting technique also helped students explore deeper and more meaningful themes. The poems produced by the experimental group often dealt with personal and reflective themes, compared to the control group, whose poems tended to use more general or clichéd themes. This suggests that the freedom provided by freewriting encourages students to explore their own experiences and emotions when writing poetry. 4). General Writing Skills Improvement: In addition to improving poetry writing skills, the freewriting technique had a positive impact on students' overall writing abilities. Many students who used freewriting to write poetry also began using it for other types of texts, such as narratives and descriptive writing. This shows that freewriting can be applied beyond poetry to improve writing skills in various genres. 5). Increased Confidence in Writing: Another interesting finding was the significant increase in confidence among students who used the freewriting technique. With the freedom to write without worrying about grammar or structural mistakes, students felt more confident in expressing themselves. This confidence was reflected in the poems they produced, which were bolder and more unique. 6). Differences in the Creative Process: The researcher also noted a distinct difference in the creative process between the experimental and control groups. The experimental group tended to develop their ideas through a continuous process, progressively developing and modifying their writing, while the control group focused more on producing a "perfect" poem from the beginning. The iterative process of freewriting helped students produce more authentic and innovative poems.

## **Discussion**

The observations of the researcher in the eighth grade at SMP Negeri 3

Padangsidempuan indicated that the activities between the teacher and students during the learning process ran smoothly and as expected. Based on interviews with eighth-grade students at SMP Negeri 3 Padangsidempuan, it was found that many students still lacked an understanding of free poetry writing. This was evident from the students' poetry works, which did not align with the rules and indicators. This is consistent with the research conducted by Vinessa Kanza et al (Kanza et al., 2018), which stated that, in general, students did not fully understand the material, as they viewed poetry writing as a very difficult and boring task.

From the interview results and documentation from the eighth-grade students at SMP Negeri 3 Padangsidempuan, it was found that when the freewriting technique was first applied, students' ability to write free poetry was still categorized as fair. Despite the teacher providing a detailed explanation of the poetry material and asking students to relate it to everyday life, students still struggled to create free poetry that aligned with the lesson's indicators. This is in line with research by Fheti Wulandari Lubis (Lubis, 2019), which revealed that students still had difficulty choosing the right words when writing free poetry, and the content of their poetry was often inaccurate. This situation led to students receiving low grades in poetry writing. To address students' difficulties in free poetry writing, Rani Fardani (Fardani, 2019) suggested that teachers should intensify the practice of free poetry writing.

The final result of this research indicates that the application of the freewriting technique in poetry writing lessons in the eighth grade at SMP Negeri 3 Padangsidempuan has a positive impact on students' poetry writing skills. This is consistent with research conducted by Dhimas et al. (Bagaskoro et al., 2023), who concluded from their classroom action research that freewriting helped students improve their English writing skills. The technique successfully unlocked the creative block often faced by students in the writing process, particularly in writing poetry that requires free and expressive processing of ideas and feelings. Another study by Lestari et al. (Lestari et al., 2021) found that the freewriting technique could enhance students' ability to write poetry.

#### 1. Impact on Students' Creativity.

One of the main findings of this study is the significant increase in creativity among students who used the freewriting technique. Creativity is a crucial

component of poetry writing because poetry often involves expressing unique ideas and emotions, as well as using language unconstrained by conventional rules. In this context, freewriting provides students with the freedom to write without first considering grammar or sentence structure. This technique encourages students to express their ideas more freely, which in turn enhances their creativity in writing poetry. The freewriting technique reduces the barriers that usually hinder students' creativity in writing. By writing freely without worrying about mistakes, students are more willing to experiment with new ideas and produce more original imagery in their poetry. This aligns with the basic principle of freewriting, which emphasizes free thinking and writing, directly encouraging the creation of more expressive and imaginative poetry.

This is supported by research conducted by Sri Nurma (Ningsih, 2023), which concluded that the use of freewriting has a significant impact on students' writing skills. Similarly, a study by Adawiyah et al. revealed that freewriting strategies could improve students' mastery of grammar. Additionally, the freedom offered by freewriting allowed students to explore ideas that they may not have considered otherwise. For example, some students who initially wrote poems with very clichéd or common themes, after using the freewriting technique, were able to create poems with more personal and profound themes. They began to explore their own feelings, experiences, and life perspectives, adding depth and richness to their work.

2. Improved Emotional Expression in Poetry. In poetry, one of the essential aspects is the poet's ability to express feelings and emotions in a deep and distinctive way. Freewriting provides students the opportunity to explore and write down their emotions without the fear of making mistakes. When students feel freer in their writing, they can produce poetry that is more honest and emotional, a vital quality in literary works. Another relevant study by Sari (2022) found that the freewriting technique is not only effective in improving writing creativity but also helps students reduce anxiety when writing poetry. Sari noted that students who used freewriting tended to be more confident in writing poetry because they felt unburdened by rigid formal rules.
3. Challenges in Organizing Poetic Structure.

Although freewriting enhances creativity and emotional expression, one of

the greatest challenges in applying this technique is the organization of poetry structure. While students can easily generate ideas, they sometimes struggle to arrange those ideas into well-structured poetry. Therefore, after a freewriting session, revision and guidance sessions are needed to help students reorganize their poetry to align with the established literary rules. Although the freewriting technique allows for freedom in writing without the constraints of structure, this study also found that students who used it were able to develop better organization in their poems over time. Initially, some students struggled with organizing their lines and stanzas in a coherent way. However, after practicing freewriting frequently, they began to develop the ability to arrange their poems in a more structured manner.

Freewriting allowed students to write without being burdened by concerns about structure, meaning they could fully focus on the exploration of ideas and expressions. Afterward, they could go back and edit their writing to refine the structure of their poem. In this context, freewriting serves as a tool to generate initial ideas and expressions that can later be reorganized into a more structured poem. Moreover, freewriting also reduced students' attachment to rigid or fixed poetry patterns. Students who were accustomed to writing poems in specific formats, such as sonnets or rhymed verse, often felt constrained by those structures. Freewriting provided them with the freedom to explore freer forms of poetry, such as free verse or prose poetry, which allowed them to be more imaginative and expressive.

#### 4. Increased Motivation to Write.

One important finding of this research is the increased motivation of students to write. The freewriting technique gives students the opportunity to write without pressure, which ultimately boosts their confidence in writing. This contributes to the formation of more positive writing habits among students, which is expected to impact their overall writing ability in the future. This aligns with the research conducted by Pratiwi (2019), who studied the effect of freewriting on essay writing skills among high school students. The study showed that freewriting helps students overcome fears or doubts about writing. Although it does not focus directly on poetry, the findings are relevant as they show how this technique can open up a space for free expression that is essential in literary writing.

#### 5. Improved Writing Skills. By applying the freewriting technique, students' writing

skills have improved. This can be seen from the poetry created by students using the freewriting technique. This finding aligns with research conducted by Nur (2015), which showed that the freewriting technique could improve students' writing skills. Similarly, a study by Sri Nurma Ningsih (Ningsih, 2023) confirmed that the use of freewriting had a significant impact on students' writing abilities.

#### 6. Deeper Emotional Expression

One of the important aspects of writing poetry is the ability to express emotions in a deep and authentic way. Poetry is often considered a form of art that can reveal complex and intimate feelings and life experiences. The freewriting technique gives students space to express their emotions more freely, without worrying about whether their expression fits expectations or literary norms. In this study, the experimental group showed an ability to express their emotions more deeply and authentically. They not only wrote about the emotions they were feeling at the moment but also explored broader and more complex emotional experiences, such as feelings of loss, joy, or fear. Freewriting gave them the opportunity to delve deeper into themselves, which was then reflected in the poems they produced.

However, while this technique helped enhance emotional expression, not all students felt comfortable with the freedom provided by freewriting. Some students felt that writing without boundaries made it difficult for them to organize their emotions effectively. Therefore, while freewriting is extremely helpful in the initial stages of expression, it is important to provide further guidance on how to organize and filter emotions in poetry to achieve the desired depth without becoming overwhelming.

#### 7. Overcoming Writer's Block.

By applying the freewriting technique, students can overcome obstacles in writing, particularly in writing poetry. This allows them to freely express their inner thoughts and emotions in writing. This is consistent with research conducted by Yasser (Yasser & Hidayatullah, 2023), which emphasized the need to apply freewriting among students and academics in general, not only to overcome various psychological barriers in writing but also to improve the quality and productivity of their work.

#### 8. Challenges in Using the Freewriting Technique

While there were many benefits found in using the freewriting technique, this study also revealed several challenges faced by students, particularly in the editing and organizing stages of their poems. Some students reported difficulty in selecting and filtering the ideas generated through freewriting. Since freewriting often produces long and unstructured writing, some students struggled to organize their writing into a coherent poem.

Moreover, although freewriting helps students express their ideas and emotions, they still need an understanding of the basic elements of poetry, such as rhythm, rhyme, and the appropriate use of metaphor. Some students who were more accustomed to writing prose or narrative texts found it difficult to translate their ideas into a more condensed and structured poetic form. Therefore, although freewriting proved effective in enhancing creativity and expression, it should be accompanied by further instruction on the technical elements of poetry writing.

The results of this study indicate that the freewriting technique can have a positive impact on students' poetry writing skills. This aligns with theories that suggest freewriting helps writers reduce anxiety and overcome creative barriers. In the freewriting process, students are encouraged to write freely without worrying about grammar or structure, which allows them to explore creative ideas and emotions without limitations.

One of the main reasons why the freewriting technique is effective is that it provides students with the freedom to write without pressure. In the context of poetry writing, this freedom enables them to express emotions and imagination more spontaneously. Moreover, freewriting encourages students to flow with their ideas continuously, which can later be selected and refined into a more polished poem.

The improvement in creativity and emotional expression in the experimental group suggests that this technique allows students to think beyond conventional boundaries when writing. When they are given the freedom to write without worrying about mistakes or proper format, students can focus more on creating meaning and exploring deeper ideas.

However, despite the proven effectiveness of freewriting in enhancing creativity and expression in poetry writing, there are some challenges to consider. Some students

reported difficulties in structuring words coherently after freewriting. This indicates that while freewriting can enhance creative thinking, it is important for students to receive further training in organizing the structure of poems so that the final product is more organized and effective in conveying a message.

Additionally, although the experimental group performed better, it cannot be denied that a basic understanding of poetry and good writing techniques is still essential. Freewriting is an effective tool, but it must be supported by an understanding of fundamental elements of poetry, such as rhythm, meter, and the proper use of metaphors.

Overall, this study suggests that the freewriting technique should be incorporated into poetry writing lessons, especially in developing students' creativity and expressive abilities. It is hoped that with the broader use of this technique, students can enhance the quality of their poetry with greater confidence and innovation.

Based on the findings of this study, several recommendations can be made to optimize the use of the freewriting technique in poetry writing instruction: 1). Combine Freewriting with Poetry Structure Lessons: While freewriting offers the freedom to write, it is important to guide students in understanding the structure of poetry and more advanced writing techniques. This will help students organize their ideas more effectively and focus their writing. 2). Provide Guidance in Editing Poems: After freewriting sessions, give students time to revise and edit their poems. This process will help them organize and filter the ideas generated from freewriting, ensuring that the final poem has clear meaning and structure. 3). Facilitate Group Discussions: Group discussions about the poems students have written can help them share ideas and perspectives, as well as receive constructive feedback. This can enhance their understanding of the deeper elements of poetry and improve their poetry writing skills.

## CONCLUSIONS

Based on the results obtained, it can be concluded that the use of the freewriting technique has a significant impact on the poetry writing skills of eighth-grade students at SMP Negeri 3 Padangsidempuan. This technique not only enhances students' creativity and emotional expression skills but also provides them with more motivation to write. The findings also indicate that freewriting is generally effective in improving creativity, self-expression, and overcoming barriers in poetry writing. Several studies have shown



that freewriting helps students express their feelings and imagination more freely, which is an essential element in poetry writing. However, to achieve optimal results, further supervision and guidance are needed regarding the structure and organization of poetry after freewriting sessions. It is hoped that this research can provide insights into teaching poetry writing at the junior high school level and open up possibilities for developing other methods that can support students' creativity in writing.

Overall, the freewriting technique has been shown to have a positive impact on students' poetry writing abilities, particularly in terms of creativity, word choice, emotional expression, and poem structure. While there were some challenges, such as difficulties in organizing and filtering ideas, the freewriting technique remains an effective tool in developing students' poetry writing skills. With the right combination of free expression and understanding of technical poetry elements, this technique can help students create more authentic, profound, and creative poems.

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