PLOT GENERATOR AS DIGITAL TOOL IN ASSISTING THE TEACHER IN WRITING ACTIVITY

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ABSTRACT

This research aims to know how Plot Generator in assisting the teacher in a writing activity.This research used survey research design with quantitative method. Three English teachers participated as subjects of the research in senior high education in BARRU. The steps of collecting data were conducted by observation and questionnaire, The observation was conducted by distributed questionnaires to guide data as prior knowledge before conducting research. Questionnaire as the instrument of the research to gain the information related plot generator in assisting teacher in writing activity. The data were analyzed by using Likert Scale that presented by quantitative data. The results of this study indicate that Plot Generator assists the teacher in a writing activity by assist of function, source and content that is presented by teachers' perception toward Plot Generator.

Keywords: *Plot Generator, Digital Tool, Writing Activity.*

INTRODUCTION

The rapid development of information technology in the 21st century has a very significant impact on the realm of education, where the demands of learning in this century must be able to prepare Indonesian generations to welcome the advancement of information and communication technology. Implications for learning in schools in Indonesia require all educational stakeholders to master ICT literacy skills. Teachers, students, even parents of students must be literate in technology and communication media, can do effective communication, think critically, can solve problems, and can collaborate.

In the perspective of education, the 4.0 Industrial Revolution is known as the literacy movement designed by the government as an old literacy amplifier (Afrianto, 2018). The new literacy movement is intended to focus on three main literacy's is digital literacy, technological literacy, and human literacy. Digital literacy is directed at the goal of increasing the ability to read, analyse, and use information in the digital world (Koltay, 2011).

In relation with new literacy movement which is intended to focus on three main of literacy's is digital literacy, technological literacy, and human literacy is a part of the development of education in Indonesia that inseparable from the

development of the industrial revolution that is happening globally, information and technology affecting school activities very massively. The impact of technology on education, especially in Indonesia, has been disrupted, with technology replacing the role of the teacher who has been the only provider of knowledge information (Sanders, George, & Sanders, 2017).

Referring to digital learning that involves in the learning process, one of the technology applications that are quite trending as assisted learning is artificial intelligence (AI). Artificial intelligence in the learning process (AI) is sophisticated applications that are used as tools in the learning process that can be accessed via a computer or gadget. It becomes the trigger for the researcher to use one of a different kind of AI in language teaching. In this case, is delivering of Plot Generator in teaching writing.

Before conducted the study, the main information that appeared were identified through a questionnaire given to the English teacher. It was distributed for 3 English teachers to identify the teachers' tools in teaching and learning and the teacher's experience in integrating technology, also for identify the teachers' categorization in technology digital literacy.

From the questionnaire, the information that gains related to the kind of tools used by the teacher in teaching writing is stated that most teachers utilizing the textbook, game, and picture as the tool/media in teaching. Although part of the teacher has utilized the application tools such as; blog, flip grid, picture, Google form, Google assistance, Google Classroom, and What App but still dominated by the teacher who uses the conventional tool.

Besides, the average teachers' level in technology digital literacy can be categorized as moderate classification. Most teachers (40 %) stated that they having low competence in utilizing the digital tools and 30 % of teachers that having moderate in digital literacy, besides the advanced category only (20 %) and as high category is a minority (10%).

The effort of the researcher to organize this study focusing on teachers is trigger by teacher statement that mostly (60 %) agree that there is suitable tools/application for students in writing class, except the tools/application that they have applied. Referring to the main information identified to encourage the

researcher to organize the study in delivering one of the kinds of Artificial Intelligence as the digital tool to assisting the teachers in teaching writing.

Based on the background and research problem that has composed, the researcher formulated the objective research in the following:

1. To explore how Plot Generator assisting the teacher in a writing activity

MATERIALS AND METHOD

Materials

In this research, the researcher was to survey 3 teachers were taken as samples chosen from SMAN 2 BARRU who utilize the Plot Generator in teaching writing. The objective of the research is to know how Plot Generator in assisting the teachers in writing activity.

Method

This research employed survey research design. The research used the purposive sampling technique in choosing research samples. The instruments were used to collect data is used the questionnaire. The questionnaire was used to obtain the data related to Plot Generator in assisted teachers in a writing activity. The data were analyzed by using Likert Scale that presented by quantitative data.

DISCUSSION

This session discussed the Plot generators to assist them in a writing activity based on the teachers' perception. Plot Generator potentially promotes the students' productive skills and learning activities and also assists the teaching process more actively, enjoyable, meaningful, and effectively. After facilitate by plot generator students getting improvement in writing ability such as able to make the narrative story and improvement in grammar skill. In the learning situation, the students' activeness can be seen in the process of learning when the students' interest to the instructional, giving the feedback, feeling enjoy and so on. Besides, meaningful learning happens when the students feel impressed when the teachers delivering plot generators in a writing activity. Also, effectively learning when the students independently create their creations with less direction from the teacher.

Furthermore, teachers can overcome the students' problem by use technology in their teaching and learning process to help the students have easy writing, especially in generating ideas (Ansori & Maret, 2019). The complexity of writing skills becomes the students' problem in a writing activity when they difficult to find a word, express an idea, and construct the sentence. In this case, Plot Generator with several features exists to assist the teacher to overcome the students' obstacles in a writing activity.

Additionally, Plot Generator supports content and language teaching. This perception supported (Ansori & Maret, 2019) assumed that the poem that the students create in "Poem Generator" belongs to one of the types of creative writing because it belongs to a poem that expresses what the writer feels or experiences. In this study, all of the teachers use plot generators to teach narrative stories. Plot generators are specially designed to make the stories, one of the kind is narrative stories. Besides, Plot Generator Employ Grammar Instruction supported (Vine, 1994) that using plot unit as the approach as the context of Artificial Intelligence in teaching grammar in the writing classroom. It is also supported (Vine, 1994) that the plot unit approach is based on a belief that knowledge about the effect is central to the process of narrative text comprehension. In the current study, teachers in writing activity used plot generators in teaching narrative stories as the subject of learning.

Followed by (Zhang et al., 2016) that narrative which uses as the story grammar. It is supported by the statement that Plot Generator facilitating teachers in enhancing the students' grammar. Through story grammar, teachers as a facilitator in the learning process can support the students to enhance the grammar skill. In line with (Tambwekar et al., 2018) that using Language-Modelling Based Approach to story plot generator attempt to construct a plot by sampling from a language model to predict the next character, word, or sentence to add to the story, teachers feel that Plot Generator able to assist them in stimulating the students to write.

The similarity study conducted by Tan, K. Y. (2015) used Plot generators in making story development by public knowledge-based. It is supported by the teachers' voice that teaching writing Narrative Story can be developed by Plot generators. The storyline compiled by the plot generator can then be developed

based on the knowledge and experience of the author. So the resulting narrative story is not purely the result of an idea initiated by a plot generator, resulting in a story that is cooled by the writer himself. Moreover, it also supported (Laclaustra et al., 2014) story generator that uses a multi-agent system and a planner to simulate and generate stories, in this case, Plot Generator able to assist the teacher in stimulating the students to write.

Summarizing all of the supported related findings, the researcher concludes the implementation of Plot Generator is suitable to assist the teacher writing activity. In this case, Plot Generator assisted the teacher based on the subject learning that related to a writing activity. By using a plot generator, the teachers easily handle the students' activities in writing. It also influences the teachers' performance in teaching writing. In this case, the Plot Generator assists the teacher in promoting the students' achievement in a writing activity. It also provides (Ansori & Maret, 2019) findings that the usage of Poem Generator as one of the platforms that a teacher can apply in their classroom to enhance the students' creative writing ability, in this case, Poem Generator is also similar and be a part of Plot Generator.

Additionally, Plot generators assist the teachers in empowering their teaching model. The teacher can vary the learning models that are packaged in a typical way through assisted of a plot generator. Through the teaching model, the teachers can avoid the monotonous learning that can make the students bored in the classroom.

RESULTS

The main parts of the findings are the answers to research questions. The researcher presents detailed explanations of the answers to the research questions in the following descriptions.

Plot Generator facilitating the teacher in the teaching process particularly writing activity.

This research question guides the researcher to describe the Plot Generator in assisted the teacher in teaching writing at a senior high level. The result of the analysis of twenty-five statement items was tabulated and analyzed and classified

by using the Likert Scale. The following are data of teachers' questionnaire result in detail and can be seen in the following chart 1.1.
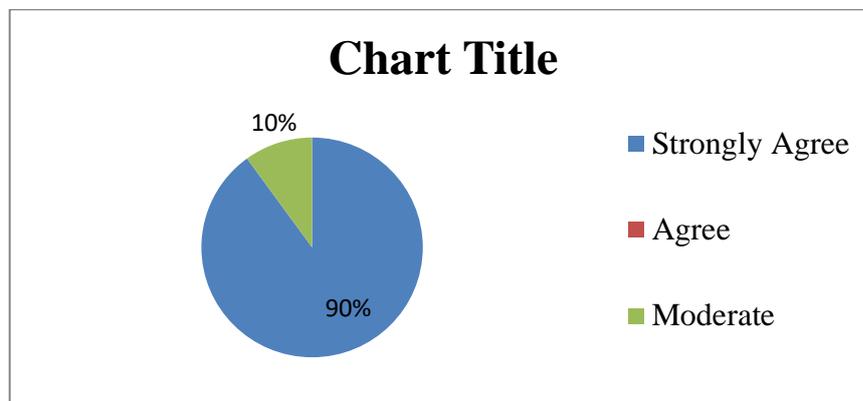

Chart 1. Teachers' Perceptions toward Plot Generator as the Assisted tool in teaching writing.

Chart 1 explored the potential of Plot Generator as Assisted Tool in teaching writing. The majority of teachers responded Strongly Interestedly toward Plot Generator. It was shown by 90% of teachers' interest toward Plot Generator in Assisted teacher instructional in teaching writing. Even, there were 10% of teachers stated in moderate categorization, it means that 10 % of teachers almost not interested. However, the percentage of the data indicated that teachers strongly interested mostly in Plot Generator as Assisted Tool in teaching writing. Additionally, to support the data of chart 1.1, the researcher showed the mean score of teachers' perception on the following table.

Table 1. The Mean Score of Teachers' Perception.

Total Respondent	Total of Teachers' Score	Mean	Classification
3	317	84.53	Strongly Interested

Table 1 informed that teachers' mean score reached 84.53 in which was in the Strongly Interested classification based on the range of teachers' perception score. This data indicated that teachers strongly agree that plot generators able to assist the teacher in a writing activity.

The last date is the percentage of teachers' perception toward Plot generators in teaching writing. Chart 2. Percentage of Teachers' Perceptions on Questionnaire Items toward Plot Generator.
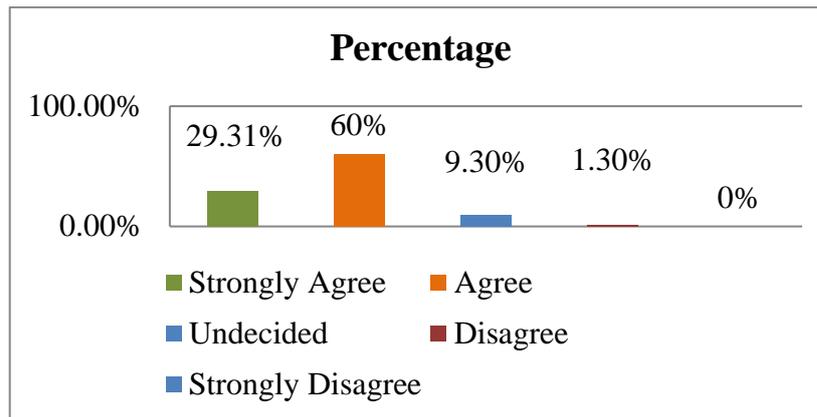
Chart 2. Percentage of Teachers' Perceptions on Questionnaire Items toward Plot Generator.

Chart 2 confirmed the majority of teachers responded positively to Plot Generator to assist them in a writing activity. In this sense, they have respective statements. Following the data analysis of questionnaire items in table 4.2 previous, there are 29.31 % of students responded strongly agree and 60 % responded agree on with the Plot Generator in assisting the teacher in writing activity, such as knowledge content, learning motivation, learning situation, learning output, enriching vocabulary, etc.

CONCLUSION

In answering two of the research questions, the research using a questionnaire and interview as the instrument for gain the data. Hence, this session presented the main points as conclusions of this study.

Referring to the previous findings, the researcher summarizes that Plot Generator able to assist the teachers in a writing activity. The plot generator with its various features assists teachers in various functions. These functions include the function of content and function of effectiveness. The function of content, namely, a special plot generator facilitates writing activities including short stories, narrative stories, poetry, and so on. It depends on the learning needs. As for the function of effectiveness, namely, by plot generator, the teacher can create learning that is enjoyable, active, memorable, and attracts students' interest in writing.

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