

"Immersive Learning with Poe: Building Multimodal Text through Fantasy Narrative Text Activities"

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ABSTRACT

Learning English through a tale is entertaining, especially if the story is developed by the learner. The story's topic will be easily understood by the learners. They will be tremendously driven to study the language itself. This best practice study investigates the effective integration of Poe to build multimodal text through fantasy narrative text learning activities at the senior high school level. Chatbot technology is utilized to provide learners with immersive and engaging experiences that immerse them right into the narrative's imaginary world through targeted prompts and responses. The Poe encourages engagement with both words and visuals. It encourages learners to investigate character perspectives, situations, and narrative dynamics in more depth. This innovative approach not only improves comprehension of narrative elements but also fosters critical thinking and creativity. The learners will take certain steps towards developing their fantasy story, and at the end of the phase, they will create a multimodal text utilizing Poe's chatbot.

Keywords: Multimodal, Chatbot, Fantasy

INTRODUCTION

The majority of the material in learning and teaching English in an emancipated curriculum focuses on the text. English is taught implicitly in the book. Learners read the text and then explore its substance through activities such as answering text-related questions, matching words, focusing on grammar, and generating the text. Based on my experience, learners were bored with those exercises. Most of them were unfamiliar with the story that was told. Those who enjoy reading would be motivated to complete all of the activities, while the rest would be stranded. It rendered learning exercises non-interactive. To address the issue, I attempted to adjust the activities by changing the procedures. I asked the learners to make their own stories (Stebbins, Robert 2016). These tasks were done in some steps: creating a story draft, digesting the tale, providing feedback, presenting, and at the time, the theme was about fantasy narrative stories.

I utilized a Chatbot to participate in learning activities. The reason why I applied this Chatbot is that Innovative pedagogical approaches and the incorporation of technology have experienced a major transformation in the educational scene in recent years (Okonkwo & Ade-Ibejola, 2020). Natural language processing (NLP) and artificial intelligence (AI) have gained popularity, and there is increasing interest in using these technologies to improve educational opportunities. Using chatbots in classroom environments to enable immersive learning experiences is an exciting approach. Chatbots can help educators develop dynamic, interactive learning environments that promote participation, collaboration, and personalized learning experiences.

Chatbots provide numerous benefits for immersive learning. It can provide personalized support to learners by answering questions, providing feedback on tasks, and making unique learning recommendations based on their specific learning requirements and preferences (Baskara, FX.2023). Chatbot has no time limit; it can be used at any time and from any location with an internet connection. It can assist learners in learning according to their needs. Chatbots may replicate natural language discussions, which makes learning more engaging and participatory. Conversational exchanges allow learners to practice language skills, clarify concepts, and increase their grasp of the course materials (Labadze, L., Grigolia, M. & Machaidze, L, 2023).

I completed these tasks using the POE chatbot. because POE, the chatbot, can produce both text and images (Stewart, E.2024). Learners who are representing multimodal materials can benefit from this chatbot. Because our learners live in a multimodal environment: a world full of images and sound, blended with text – a multimodal world. To teach learners to communicate effectively in today's society, it's important to redefine 'communication'. Learners must learn how to understand and represent multimodal materials (Donaghy, K., Karastathi, S., Peachey, N., 2023). New literacy is essential for learners to learn English in a way that reflects their daily lives and interactions with others.

Technically, the issue I encountered when implementing these exercises was that some learners, in their conversations with the Poe, turned to speaking in their L1. Because Poe has multilingual chat capabilities.

Consequently, rather than studying the language itself, the learners' primary concentration was on crafting the prompt. Some learners were practically unable to comment on their friends' narratives. Thus, there was no change at all in the fantasy scenario that the Learners created. Although the Learners developed the draft, Poe was the one who first invented the fantasy story.

This best practice article aims to bridge the knowledge gap that exists between the theoretical and real-world applications of immersive learning with chatbot-powered virtual environments (Poe). Although the theoretical foundation for immersive learning is well-established, there is a lack of useful advice on how to use chatbots to generate multimodal text in educational settings using fantasy narrative text activities.

It's imperative to put this best practice into action for several reasons. First of all, by providing customized and adaptive learning experiences catered to the requirements and preferences of individual learners, it has the potential to completely transform conventional teaching approaches. Second, by encouraging involvement and immersion, this strategy can greatly improve knowledge transfer and retention, producing deeper and more important learning outcomes. Third, because they wrote the fantasy story themselves, kids will have no trouble comprehending its meaning. Ultimately, using technology like chatbots for education meets learners where they are and gives them the digital literacy skills, they need to succeed in the twenty-first century in a time where digital natives rule the roost (Sriwisathiyakun, K. 2024).

BEST PRACTICE DESCRIPTION

Before incorporating the procedures for developing a fantasy story into their classroom instruction, educators must acquaint themselves with the application and the associated processes. Poe is an online platform and app that allows you to access a wide range of AI chatbots, including ChatGPT, Claude, and even its own, to more effectively aggregate your options into a single hub. Poe also has its own AI chatbot called Assistant, which you can add to your AI chatbot lineup on the platform (Cawley, C. 2023). Poe is a platform that lets people ask questions, get instant answers, and have back-and-forth conversations with a wide variety of AI-powered bots. It is available on iOS, Android, MacOS, Windows and Web. The following presents a 9-step digital storytelling process that exhibits numerous parallels to the conventional writing process. (Robin, B. R.2016)

1. Introduction to the Poe.

The Teacher provided an overview of Poe before incorporating it into the creation of a fantasy story. This included elucidating the process of account registration, as well as introducing the Poe menu. For desktop users, the registration and login process can be accessed at <https://Poe.com/>. Furthermore, the teacher expounded on the advantages and disadvantages of Poe and elucidated its potential as an aid in the learning and teaching processes. It was emphasized that Poe is available for download on Android, IOS, and Microsoft platforms, with the option to choose between a free version and a premium version. The recommendation was made to utilize the free version, as it is sufficient for generating both text and images. Subsequently, the teacher demonstrated the utilization of Poe alongside the learners. The learning process begins with familiarizing learners with the menus available in Poe and their functions. Subsequently, learners practice communicating with Poe in order to produce written text and images.

Figure 1
Windows dashboard Of Poe

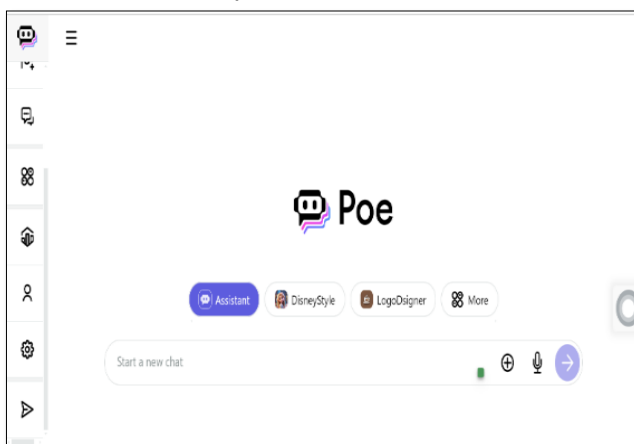
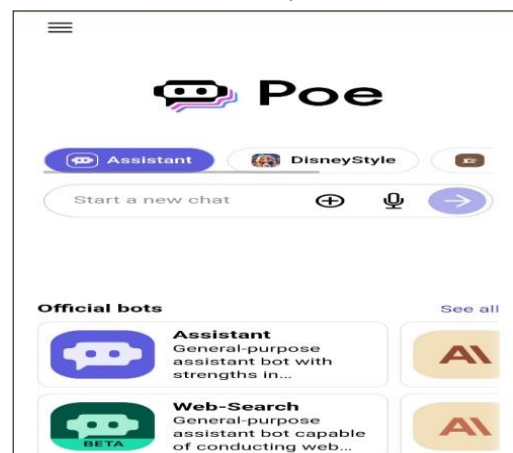


Figure 2
Mobile Dashboard of POE



2. Research to Learn the Topic

When composing a digital story, whether fiction or non-fiction, it is essential for learners to engage in thorough research, exploration, and learning about the chosen topic or concept. This process is crucial for establishing a solid foundation of information upon which the story will be constructed. The Teacher allocated time for learners to contemplate and determine the nature of the fantasy story, beginning with aspects such as the characters, setting, story hook, conflicts, and climax. Learners were encouraged to freely envision these elements, including the option to use their name or that of a friend as a character. Similarly, they were given the liberty to incorporate their own or a familiar place as the setting.

3. Write a script

The initial two stages of pre-writing assist learners in preparing to write the script. During this phase, learners must ensure that the purpose of the story is articulated and incorporates a discernible point of view. Learners are tasked with determining the linguistic content of their story. Subsequently, learners are prompted to produce a draft to aid in the planning of their writing. They utilized the story builder chart (Afrilyasanti, Rida. (2021) provided by the teacher (see Figures 3 and 4). Learners have the option to create similar charts in their notebooks and draft their own stories. This process aims to address all relevant questions to guide learners in constructing a fantasy story, as utilized by Poe.

Figure 3

The story builder charts

MAIN CHARACTER		SUPPORTING CHARACTERS	
What is the name?	How does he/she look like?	How are his/her personalities?	What are their names?
			How do they look like?
			How are their personalities?
			What are their relationship with the main character?
SETTING		STORY HOOK	
When did the story take place?	Where did the story take place?	How was the atmosphere?	How were the characters and settings introduced?
			How did the story start?
PROBLEM		CLIMAX	
What problems did the characters have?	Which characters got the problems?		What was the biggest problem or the turning point of the story?

Figure 4

learner's story builder result

Fantasy draft story:

1. Main character= Dr. Kenzo
 Personality= power-hungry, lacks compassion, cruel, evil scientistteks, merciless.
 Appearance= brown hair, blue eyes

2. Supporting character=
 Alletha, witch
 faelan, a soldier
 liora, elf
 bronn, Dwarf

3. Setting
 Time= night
 Place= in the underground laboratory in his castle located at the top of Mount Zarkan.

4. Problems
 Who got the problem= enemy
 Which character= Dr. Kenzo

Story hook= In the magical world of Eldoria, a scientist named Dr. Kenzo conducted horrifying experiments in the underground laboratory of his castle atop Mount Zarkan.

Climax= The survivors told of torture chambers, dismembered bodies, red blood that stained the rooms and also organs that were split and coming out of the bodies. But they were still alive, and the torturous screams continued to echo in the dark castle.

Upon completion of the initial draft, the learners proceeded to craft a fantasy narrative using a prompt. The prompt utilized the R-C-T-S formula (Dewi, F.2023), where R represents Role, C signifies Context, T denotes Task, and S stands for Source. This formula aided Poe in composing text based on the provided draft. An illustrative application of the Prompt combined with the RCTS formula for text generation is as follows:

R: *I'm a student of senior High School. I'm studying English.*

C: *I'm assigned to create a Fantasy story. The story is based on the following draft*

T: *Can you help me to generate a fantasy story?*

The chatbot, referred to as Poe, is capable of generating text within a brief period (see Figure 4). The completed fantasy story is prepared for utilization in subsequent processes. Learners can distribute the story via the link that is generated by Poe.

4. Receive feedback on the script

Learners share their scripts with classmates and ask them for feedback on what they think might make their story clearer or more useful. The teacher asked the learners to do it in pairs. Learners share their stories through a link created by Poe. Feedback is given at some point in the story such as story hook, problems, and climax. The learner can give feedback directly via the App or manually by writing on their notebooks. Learners use the feedback they receive to improve the next version of their script.

5. Gather and create images

According to their storyboard, learners produced images. Poe can generate images according to the provided prompt (see Figure 5). Learners may utilize preliminary drafts from the chart they have previously prepared. The chatbot, named Poe (Picture-Generating Assistant), offers a wide range of image options for generation, including anime style, Disney style, 3D style, and others. Students can simply choose according to their preferences and subsequently issue a command combined with the provided prompt.

Figure 5

Processes of generating image

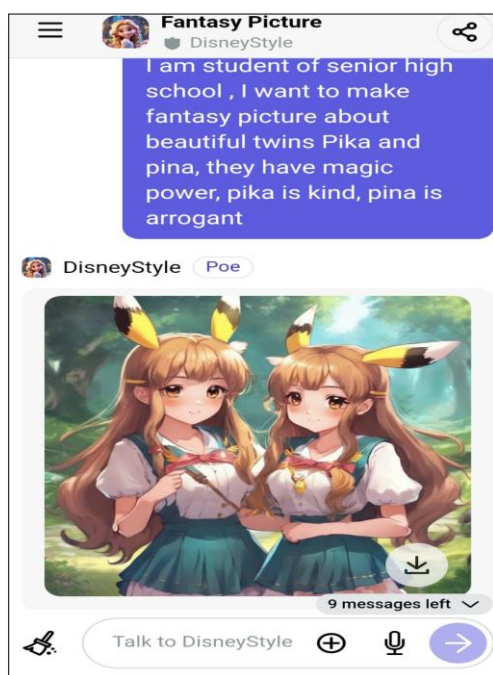
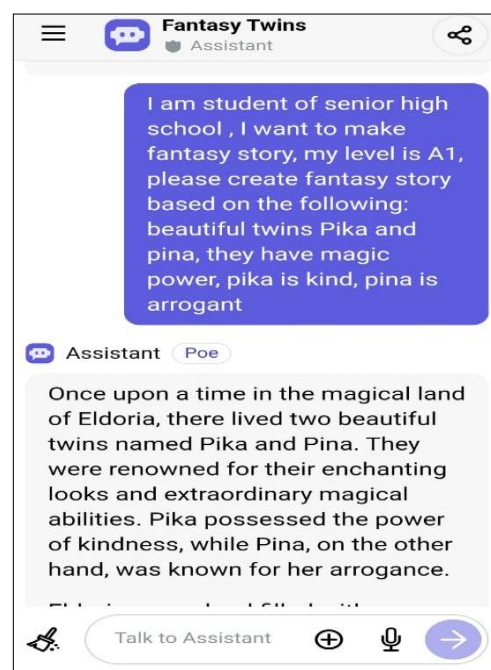


Figure 6

processes of generating Text



6. Put it all together

Once the text and images are completed, learners must integrate them using the Google Docs application shared by the teacher. Learners are expected to locate the document with their respective names and take charge of arranging the display of their story, including font type, image positioning, and other elements, to make their story visually compelling.

7. Share with others

In this academic setting, learners engage in the sharing of their fantasy narratives through oral presentations to their peers. They articulate the insights gained from feedback received from their classmates, focusing on elements such as plot development and moral messaging. Following the presentations, learners engage in reflective practices and offer constructive feedback to their peers. Subsequently, students submit their fantasy narratives via a Google Drive repository established by the instructor. This platform enables learners to access and study narratives authored by their peers. Furthermore, these fantasy narratives are eventually compiled into digital books, allowing for consumption and study by other learners within the school environment.

8. Creating Multimodal Text

In the final stage of the project, learners were tasked with producing multimodal texts based on a fantasy narrative they had developed. They were given the freedom to select the type of multimodal text they wished to create, such as posters, comics, or videos. Additionally, learners were allowed to choose character names or moral

messages as titles for their multimodal texts. The majority of learners opted to develop posters for their multimodal projects, while others opted for Poems, videos, and other formats.

9. Reflection

Upon completion of all the tasks, the learner engaged in a reflective process concerning their learning activities (Zhang, Z., Bekker, T., Markopoulos, P. et al.2024). This reflection took place in collaboration with their peers, during which they shared their positive and negative experiences. Furthermore, the students identified specific activities that facilitated their progress and areas that required improvement. The teacher provided encouragement and reinforcement after the reflection. To enhance the quality of learning activities, the teachers administered questionnaires to the students using Google Forms. The teacher will subsequently analyze the questionnaire responses to enhance the appeal of future learning activities.

POTENTIAL CHALLENGES AND SOLUTIONS

In the context of immersive learning with chatbots, the potential challenges and solutions for constructing multimodal text through fantasy narrative text activities are worthy of consideration. In this regard, teachers may need to address certain points. For instance, some learners, utilizing the Indonesian language setting, engage with the Poe and prioritize rapid story creation over leveraging language skills to communicate with the chatbot due to limited proficiency in the English language. To mitigate this issue, teachers should proactively engage with learners and intermittently inquire about the meaning of sentences within the stories they compose.

Furthermore, when providing feedback on the stories generated, many learners tend to focus more on the names and personalities of the characters rather than the plot, perceiving the story produced by Poe as aligning with their initial drafts. To address this tendency, it is advisable to furnish learners with guiding questions to facilitate a critical review of the content of the story produced, thereby identifying areas requiring improvement or further elaboration.

CONCLUSIONS

The successful implementation of the aforementioned activity yielded several noteworthy outcomes. Primarily, the engagement of learners significantly increased as they delved into a fantasy narrative that had originated from their prior drafts. The anticipation of witnessing their ideas materialize into a cohesive story heightened their enthusiasm for reading. Additionally, learners demonstrated the ability to generate visual representations aligned with their preferences, without relying on specialized drawing software. By issuing commands accompanied by specific image attributes, the desired visuals were directly rendered. Moreover, the integration of the Poe application proved instrumental in enhancing learners' multimodal communication skills within the English language context, as it not only generated text but also produced images. It is imperative to underscore the significance of equipping educators with guiding frameworks, such as structured tables or other aids, to facilitate students in creating comprehensive story outlines. Furthermore, teachers must furnish appropriate prompts when interacting with Poe to ensure that the outcomes align with the intended drafts.

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