

ABSTRAK

This study analyzes the difficulties faced by English language students in writing poetry based on personal experience. Writing poetry is a complex skill that requires linguistic competence, creativity, and the ability to convey emotions and imagery effectively. Using a qualitative research design, data were collected through questionnaires and semi-structured interviews with students of the English Education Department who had prior experience in writing poetry. The study aimed to identify the primary challenges students encounter, the contributing factors, and how these difficulties manifest in their written outputs. The findings reveal that while most students show moderate to high interest in poetry writing, they face significant challenges, including limited vocabulary, insufficient understanding of figurative language and poetic devices, difficulties in organizing poem structure, and cognitive challenges in transforming personal experiences into expressive and artistic forms. Affective factors such as low creative confidence and uncertainty in selecting meaningful personal experiences further exacerbate these difficulties. The study highlights the need for structured instructional support, including explicit teaching of literary devices, guided pre-writing exercises, and opportunities for reflective feedback to enhance students' poetry writing skills. These insights contribute to understanding the intersection of personal experience and creative writing, offering practical implications for educators, curriculum developers, and researchers seeking to improve poetry instruction in language classrooms.

Keywords: *poetry writing, personal experience, writing difficulties, EFL students, creative expression*

PENDAHULUAN

Writing is one of the four fundamental language skills that plays a crucial role in the process of language learning and communication. As a productive skill, writing requires students not only to transfer ideas into written form but also to organize thoughts coherently, use appropriate vocabulary, and apply grammatical rules correctly. According to Nunan (2021), writing is a complex cognitive activity that demands a high level of linguistic competence and critical thinking, making it one of the most challenging skills for students to master. Writing ability, therefore, refers to the capacity of an individual to express ideas, feelings, and information in a clear, organized, and meaningful way through the written medium. In the context of language education, developing writing ability is considered an essential goal, as it reflects not only a student's language proficiency but also their intellectual and communicative competence.

Within the domain of writing, poetry stands as one of the most distinctive and expressive literary forms. Poetry writing is not merely about producing rhyming lines; rather, it is a form of artistic expression that combines language, emotion, imagery, and rhythm to convey meaning in a condensed and powerful way. Sayuti (2022) defines poetry as a form of written expression that uses language

aesthetically and imaginatively to evoke emotional responses and create vivid images in the reader's mind. Writing poetry demands that students possess not only language skills but also a deep sense of creativity, sensitivity to language nuances, and the ability to manipulate literary devices such as metaphor, simile, alliteration, and personification. These requirements make poetry writing a particularly demanding task for students, especially for those who are still in the process of developing their overall writing competence.

One approach commonly used in poetry instruction is writing based on personal experience, which encourages students to draw from their own lives, memories, emotions, and observations as the primary source of poetic content. This approach is grounded in the belief that personal experience serves as an authentic and meaningful foundation for creative expression. Hermawan and Lestari (2023) argue that writing poetry based on personal experience enables students to connect language learning with real emotional and reflective processes, making the activity more meaningful and personally relevant. When students write from personal experience, they are expected to translate lived moments into poetic language, selecting words and images that capture the essence of their feelings and experiences. However, despite the seemingly accessible nature of this approach, many students still encounter significant difficulties when attempting to transform personal experiences into well-crafted poems, highlighting the complexity of the task.

The motivation for conducting this research stems from the observable challenges that students face when engaging in poetry writing tasks based on personal experience in the classroom. In many educational settings, particularly at the secondary and tertiary levels, students are frequently assigned poetry writing tasks, yet their outputs often reveal recurring patterns of difficulty, including poor use of literary devices, limited vocabulary, structural inconsistencies, and a lack of emotional depth. These problems indicate that despite exposure to poetry as a literary genre, students have not fully internalized the skills necessary for effective poetic composition. Furthermore, limited research has specifically addressed the intersection of personal experience as a writing stimulus and the particular difficulties encountered by students in poetry writing, making this an area that warrants closer academic investigation.

Based on the background described above, this research seeks to identify and analyze the specific difficulties that students experience when writing poetry based on personal experience. The problems that this study aims to address include: (1) What are the primary difficulties faced by students in writing poetry based on personal experience? (2) What factors contribute to these difficulties? and (3) How do these difficulties manifest in students' written outputs? By answering these questions, this research aims to provide a comprehensive understanding of the challenges involved in personal-experience-based poetry writing and to offer insights that can inform pedagogical strategies for improving students' poetry writing skills. The findings of this study are expected to be beneficial

for teachers, curriculum developers, and researchers who are interested in enhancing the quality of writing instruction in language classrooms.

KAJIAN PUSTAKA DAN PENGEMBANGAN HIPOTESIS

Kajian pustaka memuat *critical review* pada literatur yang ada yang mendukung tema besar dalam bahasan artikel ini. sub bab ini hendaknya mampu menyimpulkan bahwa topik dalam artikel ini dipilih berdasarkan kajian literatur yang cermat dan mendalam. *In text citation* mengacu pada pola APA (www.apastyle.org). Pengutipan sebaiknya ditulis dengan bantuan software referensi (Mendeley, End Note, Zotero, dll.). Hipotesis di tulis di setiap bahasan pengaruh antar variabel seperti contoh di bawah ini.

H1: Inflasi berpengaruh negatif terhadap Indeks Harga Saham Gabungan Periode 2012-2016.

Gambar, Tabel, dan Persamaan Matematis

Gambar dan tabel yang diperlukan bisa ditampilkan di antara text dengan posisi di tengah dan tidak melebihi margin naskah yang telah ditentukan. Jumlah gambar dan tabel yang dicantumkan dalam artikel masing-masing maksimal tiga buah. Masing masing gambar dan tabel diberi nomor dan judul. Judul gambar diletakkan tepat di bawah gambar dengan nomor urut arab seperti contoh gambar 2, sedangkan judul tabel diletakkan tepat di atas tabel seperti contoh tabel 1.

Sumber:

Gambar 1. PROYEKSI PENJUALAN

Tabel atau gambar yang diperkirakan membutuhkan ruang lebih besar bisa disajikan dalam bentuk portrait, atau disajikan pada halaman tersendiri. Tabel atau gambar juga sebaiknya tidak terputus pada sebuah halaman kemudian bersambung di halaman berikutnya. Tabel atau gambar harus dideskripsikan dengan menyebutkan nomor tabel atau nomor gambar. Penjelasan atas tabel atau gambar diusahakan berada pada halaman yang sama dengan halaman di mana tabel atau gambar disajikan.

Tabel 1.
KARAKTERISTIK RESPONDEN

Keterangan	Frekuensi	%
Strata satu	20	21,5
SMU/SMK	37	39,8
SMP	15	17,4
Total	72	100

Sumber:

Jika naskah memuat persamaan matematis, penulisan persamaan ini hendaknya Microsoft Equation Editor atau the *Math Type* add-on (<http://www.mathtype.com>) *for equations in your paper* (Insert | Object | Create New | Microsoft Equation or Math Type Equation). "Float over text" hendaknya jangan dipilih. Persamaan matematis harus dideskripsikan dengan menyebutkan nomor persamaan. Penjelasan atas persamaan matematis diusahakan berada pada halaman yang sama dengan halaman di mana persamaan disajikan.

$$Q^2 = 1 - (\sqrt{1 - R_1^2}) \times (\sqrt{1 - R_2^2}) \quad Q^2 = 1 - (\sqrt{1 - R_1^2}) \times (\sqrt{1 - R_2^2}) \quad (1)$$

METODE PENELITIAN

Metode penelitian mendeskripsikan jenis penelitian, cara perolehan data dan analisis data. Dalam metode penelitian, tidak perlu mencatumkan definisi dari uji asumsi yang digunakan.

HASIL DAN PEMBAHASAN

Bagian ini menyajikan hasil penelitian dan pembahasan hasil penelitian. Berbagai implikasi baik teoritis maupun praktis hendaknya disampaikan di sini.

KESIMPULAN

Bagian ini menyampaikan kesimpulan penelitian, keterbatasan penelitian, serta agenda penelitian berikutnya.

DAFTAR PUSTAKA

Penulisan daftar pustaka mengacu pada gaya APA (www.apastyle.org), di mana urutan penulisan berdasar abjad. Hanya referensi yang dikutip atau disajikan dalam *in text citation* yang disebutkan dalam daftar pustaka. Daftar pustaka sebaiknya ditulis dengan bantuan software referensi (Mendeley, End Note, Zotero, dll.).

Husnan, S. (1994). *Dasar-dasar Teori Portofolio dan Analisis Sekuritas*. Yogyakarta: UPP-AMP YKPN.

Schein, E.G. (2009). *The Corporate Culture Survival Guide*. San Fransisco, CA: John Wiley & Sons.

Shaw, T.N. (2008). A Discriminant Model for Assessment of Prospective Entrepreneurs for Financing and Success of Entrepreneurial Venture. *Journal of Asia Entrepreneurship and Sustainability*. 4(1): 69-82

Aturan penulisan daftar pustaka dari website adalah sebagai berikut:

Jika ada nama author.

Penulis. Tahun. Judul Artikel/ Data. (Link, diakses pada tanggal).

Contoh:

Supriyatna, Iwan. (2017). Infrastruktur Jadi Katalisator Utama Permintaan Beton Precast. *Kompas.com*.
(<http://bisniskeuangan.kompas.com/read/2017/02/22/151532326/infrastruktur.jadi.katalisator.utama.permintaan.beton.precast>, diakses pada 25 Desember 2017).

Jika tidak ada nama author

Web. (Tahun). Judul Artikel. (Link/ Data, diakses pada tanggal).

Contoh:

Mcdonalds.co.id. 2017. Visi Misi McDonalds.
(<https://mcdonalds.co.id/tentang-mcdonalds/info-perusahaan/visi-misi>. Diakses pada 3 Desember 2017).

KETERANGAN TAMBAHAN UNTUK HEADER:

Header Halaman Awal dan Halaman Ganjil:

Volume x Nomor y digunakan untuk artikel yang diupload tahun 20ab
(sesuai info dari pengelola)

Header Halaman Genap:

Nama Penulis, Judul Artikel