

## Teaching Poetry Writing Through Integrated Imaginative Sketches

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**Abstract:** Poetry is the most abstract verbal art and teaching poetry writing is the most complicated. It is believed that poetry writing is not taught but only introduced meaning that only people born with special talents can write poems and education is not a share. Actually people with special talents are keener and faster than ordinary people in learning how to write poems. Ordinary people just need special strategies and media to illuminate their path to poetry writing world like a torch when entering a dark cave. The integrated imaginative sketches are designed to be this torch for ordinary people.

**Keywords:** Imaginative Sketches; Poetry Writing; Teaching

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### I. Introduction

Perhaps the most thrilling and satisfying type or expressive communication is the creative verbal art which includes different literary forms such as drama, short story, novel and poetry. In such works, the writer is seen as one who communicates experience, in a particular way. For example, in a drama, a playwright can make his audience feel the sorrow of a meaningless life that is experienced by the main character; in a short story or novel, the writer can share with his readers the pain over the loss of his beloved wife; in a poem, a poet can cause his readers feel the long bitter experience of a deprived lover. Obviously, well-written works on such subjects can communicate not only experience but also an awareness and understanding of human life. Problems arise when students with less skills and wisdom try to do the same. Especially in writing poems, skill and wisdom must be accumulated. They are the most valuable properties that are absolutely needed by poets because a poem appeals to the readers when it touches their hearts as well as their heads. Not only must a poem be interesting, but it must also be useful.

Everyone knows that writing a poem is not easy due to the qualities that a poem must have. A poem must have (1) meter, (2) rhythm, (3) rhyme and (4) alteration / (Indra Raj Geri, 2012). Webster dictionary defines meter as the rhythm characterized by regular recurrence of a systematic arrangement of basic patterns in large figures (<https://www.meriam-webster.com/meter>) whereas rhythm is defined by Encyclopedia Britannica as the patterned recurrence, within a certain range of regularity of specific language features, usually features of sound. It is universally agreed to involve qualities of movement, repetition and pattern and to arise from the poem's nature as a temporal structure. Another element of poem related to its quality is rhyme which is defined by Wikipedia as a repetition of similar sounds (usually the exact same sound) in the final stressed syllables (and any following syllables of two or more words. Most often, this kind of perfect rhyming is consciously used for effect in the final positions of lines of poems and songs. It may also refer to other types of similar sounds near the ends of two or more words (<https://en.wikipedia.org/wiki/rhyme>). Alteration, another element of poem, is described by Your Dictionary as a literary device that repeats a speech sound in a sequence of words that are close to each other. Alteration typically uses consonant sounds at the beginning of a word to give stress to its syllable (<https://examples.yourdictionary.com/ex...>).

From the definitions above, we can see that in writing a poem, not only must one have skills for communicating his experience, but he must also realize the beauty of language itself. This is the study of language for language's sake. It concerns the love of meter, rhythm, rhyme and alteration of certain words; it is about the delight in how words are put together. It is the practice of using words and phrases to describe scenes. It includes the efforts of deciding and choosing the right word for the right occasion which means that words have the ability to make things beautiful, forceful, dynamic, imaginative and creative.

Considering the importance of imagination and creativity, the writer decides to use a kind of visual aid and in teaching how to write poems. He realizes that a poem is not a piece of work merely created through logical thinking, but also through the writer's feeling, imagination, creativity and senses. It can even be said the feeling, imagination and creativity are more important in the process of writing a poem. No poem can ever be written

without them. For this reason, the writer uses sketches containing integrated ideas of poems. These sketches will help the beginners to focus their attention on certain objects and especially to stimulate as well as to give them experience to be the bases on which poems are written. Without experience, imagination and creativity, no art can be created. In the absence of these aspects, no one can write a poem in spite of having a good mastery of language and a high intelligence quotient because a poem is a piece of work which expresses the human experience through a beautiful, dynamic, imaginative and fresh language. It is a creative work and a unique individual outcome. Therefore, it contains the poet's original thinking or expresses his unique individuality.

## **Poetry**

Ollila and Jantas (2006) define poetry as a kind of verbal or written language that is structured rhythmically and is meant to tell a story or express any kind of emotion, idea or state of being while Robert Frost in hispirits.blogspot.com> (2010/02>attem...) describes poetry by saying that poetry is when the emotion has found its thought and the thought has found words. Another definition is given by Salvatore Quasimode in hispirits.blogspot.com> (2010/02>attem...) which states that poetry is the revelation of feeling that the poet believes to the interior and personal which the reader and recognizes as his own while Mary Oliver in hispirits.blogspot.com> (2010/02>attem...) mentions that poetry is not a profession, it is a way of life. It is an empty basket you put your life into it and make something out of that. This, based on these definitions,

- ***The object of poetry***

William Wordsworth in hispirits.blogspot.com> (2010/02>attem...) says that poetry the image of man and nature. It means that in writing poems, a poet chooses incidents and situations from human life and relates and/ or describes them, what a poet deals with are things from common life. It is not only the record of the best and happiest moment of the best mind as shell puts it ( ) but also the expression of the worst and unhappiest moment. To be more detailed about the object of poetry, Hudson as translated by Brahim includes the following areas :

1. Someone's experience as an individual.
2. Someone's experience as a human being : his experience with sin, destiny, God and country.
3. Human relations in society with various activities and problems.
4. Human relations with the supranatural world behind the real life.
5. Man who is trying to create literary works.

From the opinion above, we can conclude that the object of poetry is not only marvelous experiences but also bitter ones ; it is not limited to his experience about the real world but also with the unreal world which can only be touched by his soul. It is not only about the present time but also with the past and future time.

- ***The language of poetry***

The most important factor that differentiates poetry from other kinds of writing is the use of language which is called by Jakobson the poetic function of language. In a poem, this function is dominant. ([https://www.oxfordreference.com>view>auth...](https://www.oxfordreference.com/view/auth...)).

The language of poetry is a language which is commonly used by men, but selected in such away that it produces poetic effects on the reader. There are no special words which are specifically used in poems. The words become special in their relation with other words in the context. Let us notice the following stanzas taken from Chairil's 'Senja di Pelabuhan Kecil' (Jassin, 1983) and Yeat's 'The coming of wisdom with time' (Brown et al : 1962).

Gerimismempercepatkelam, adajugakelopakelang  
Mengguncangmuram, desirharilariberenang  
Menemuibujukpangkalakanan, tidakbergerak  
Dankinitanahdan air tidurhilangombak.  
(Chairil Anwar)

Though leaves are many, the root is one ;  
Through all the lying days of my youth  
I swayed my leaves and flowers in the sun ;  
Now I may wither into the truth.  
(William Butler Yeats)

The words such as : *mempercepat, kelam, menyinggung, muram, desir, hari, pangkal dan akanan* have no power. But when they are related to one another, they get their poetic effect. So are the words : one, sun, youth and truth. They rhyme when they are paired (one with sun and youth with truth). No rhyme ( which is one of the most important elements of poetry) can exist in a single word. When standing alone, the word 'elang' does not rhyme. Neither does the word "bergerak". It is said to rhyme in its relation with another word ending in the same sound- 'ombak'.

Another factor to be considered in writing a poem is alliteration. In contrast with rhyme, alliteration is when you use words that have the same sound at the beginning (<https://www.vocabulary.com/dictionary>). For examples : stellar students synthesize sweet sentences / crazy character constantly concoctions.

Other characteristics of poetry language are briefly described as follows.

**Rhythmic:** A poem has rhythm which is described as regular accents that give it the swing. English poetry makes use of 5 important rhythm as follows : (1) Iamb (x l). This is the most commonly used rhythm consisting of two syllable, the first of which is not stressed, while the second syllable is stressed, such as : shall I compare thee to a summer's day ? (Sonnet 18 by William Shakespeare), 2. Trochee (l x). A trochee also has 2 syllables with strong stress in the first syllable and the second syllable is unstressed. For example : tell me not, in mournful numbers (Psalm of life, by Henry Wadsworth Longfellow), 3. Spondee (l l). Spondee is a poetic foot that has two syllables, which are consecutively stressed, for example : "while fountains falling in the courts of the sun", first syllable is stressed, the remaining two are not stressed, such as in the word 'marvelous', 4. Dactyl (l xx). Dactyl is made up of 3 syllables. The first syllable is stressed and the remaining two are not stressed, such as in the word *Marvelous* and (5) Anapest (x x l), Anapests are total opposites of dactyl , where the first 2 syllables are not stressed and the last syllable is stressed. For example : "Twas the night before Christmas and all through the house". (Twas The Night Before Christmas, by Clement Clarke Moore). Poets use different rhythms. Their poems may march, skip, strip along or move to a stately solemn beat.

**Expressive :** A poem does not contain thoughts only, but also feeling. Thus, the language used in a poem must be expressive. It means that when it is read, the readers feel the mood that the poet feels when writing it. A good poet can make his readers see, hear, taste, smell and feel things almost clearly as if they have experienced themselves.

**Imaginative :** A poet does not use many words as a story-teller does. His words suggest more than what he actually says. His words express many thoughts and feelings in a few words.

**Relevant :** The words and rhythms of a poem must suit its thought and mood. In other words, the words and rhythms must all be relevant with one another to create a certain mood.

**Poetic (Poetic License)** The last thing to be considered as the poetic function of language or the poet's freedom to violate the rules of language use having been agreed on. This is meant to make a deeper esthetic effect. This freedom is really important for a poet considering that a typical feature of literary works is determined by the tension between Invention and Convention (Teew : 1984). In writing a poem, a poet is not completely under the convention, because a good literary work usually has its own typical feature. It means that it should contain something new. And a poet is permitted to violate certain parts of convention for innovation and originality. Perhaps we are familiar with the following violation by the poet Sutarji Chalzum Bakri in the use of grammatical rules :

"Siapaburung yang paling sayap  
Siapa ayah yang paling tunggal  
Siapatahun yang paling tidak  
Siapakau yang paling aku."  
(Situmorang : 1981)

Grammatically the word "paling" is usually followed by adjective, for example : Paling panjang/ paling cantik/ paling kecil/ paling tajam.

Here Sutarji uses 'sayap' (a noun) and 'aku' (a pronoun) as adjectives. This is the poetic license of the poet to bring or arouse a deeper esthetic effect.

## **The Function of Poetry**

Up to now, there are still different ideas about the function of arts. Some think that art is only for art's sake. But others put something behind the art.

The first group of artists stress only the beauty of their creation, not what they have to convey through it. We can see from the statement of Dick Hartoko as quoted by Brahim (1968 : 27) as follows :

“ Makadalamkeluluhandenganbarang yang indahitu, manusialepasbebasdarimaksud – maksudtertentu. Iatidakmencaripengertian yang mendalamataumaksudteoritis. Iatidakmencarisesuatupenggunaanpraktis. Dalam rasa bahagiaitumanusiatictidakmenghendakisesuatu.Iahanyamenerimadenganmengalamikeluluhanitu.Iaterpikat, terbelenggu, tertawadanterpesona, hinggamenyerah”.

The statement above indicates that art is created merely through emotion. Therefore, it has nothing to do with logical thinking-with truth-with responsibility or with instruction.

The other group of artists consider art as the marriage of emotion and logical thinking. Tjernisevkias quoted by Brahim (1968 : 22) says :“ Ideakanpenciptaan artistic lazimnyatictidakdibangkitkandalampikiransemanhanyaolehhasratuntukmenciptakankeindahan : seseorang yang disebutsenimanlazimnyaberkehendakuntukmenyampaikankepadakitamelaluikerjanyaaitupikiran-pikirannya, pendapat-pendapatnyadanbukanhanyakeindahan yang diciptakannya.”The statement stresses that an artistic creation must be the child of beauty and thinking. It means that a piece of artistic work must be something beautiful and useful.The writer agrees with the second group of artists. To conclude this part of description, he sets forward the three functions of poetry as given by Teew (1984), namely : docere (instructing, teaching), delectare (amusing) and movere (moving).Directly or indirectly, a good poem teaches. In a poem, a message is usually implied. To find it, a reader must be able to read between the lines. He should be able to recognize the writer’s purpose, interpret the thought, pass judgment on his statements, search for and, interpret clues, distinguish between facts and opinions, and separate his own ideas from the author’s. He should also read beyond the lines involving implications, speculating about consequences and drawing generalization not stated by the author.Reading the lines only refers to literal meaning of the material.To explain better how to read a poem, the writer presents here a short poem written by Edwin Markam:PREPAREDNESS.*For all your days prepare/ And meet them ever alike/When you are anvil bear/When you are he hammer strike/*When we read the lines of the poem above, what we get is only the beauty of the language. There we can find perfect rhymes (*prepare* and *bear* ;*alike* and *strike*). Through this way of reading, we get only one function of poetry, that is, delectare or to delight. But when we read between and beyond the lines, we shall find out that there are lot of thoughts expressed in those few words. The poem implies thousands facts or human life. It tells us that in our lives we go through a great number of days where we always change. Sometimes we laugh but sometimes cry and sometimes we keep silent. In short, in our life, we are involved in different situations and conditions.

In our lives, not only must we be prepared in facing suffering and poverty, but also in facing happiness. Without preparedness , happiness will ruin our personalities or lives. It could make us drunk of our success and completely unaware of what to do next. And the success will be a beginning of a failure. Thus, we must have a preparedness that we consider life as a marriage of happiness and suffering ; of laughs and cries. Sometimes life is something between the niceness of laughs and the bitterness of cries.

The poem above fulfils another function, that is docere or instructing. It tells us that in our lives happiness and sadness will come after the other. Thus, human life is not a perfect happiness, but an ideal marriage of happiness of sadness.

The poem also fulfils its third function, that is, moverewhich means to move. We can see it from the sentences : When you are anvil, bear/ When you are the hammer, strike/ The second line suggests us an immediate action. It tells us to do what we have to. Thus, in our lives, we must play our roles well on time.

## **The types of poetry**

Alexander divides poetry into five most common types, namely : Descriptive, Reflective, Narrative, Lyric and sonnet. Each type will be briefly explained below.

### **1. Descriptive Poem**

This type of poems describes people or experiences, scenes or objects. They are difficult to write because the poet has to choose exact words for giving a good description. But these poems are easy to understand because they only describe what we can see, hear, smell, feel or taste.

### **2. Reflective Poems**

Poems are thoughtful ones. They often contain a great deal of description which the poet comments on or from which he draws conclusions. This kind of poems is usually short, but they are difficult to understand. In a few words of these poems are usually implied a lot of thoughts. That is why, in reading them we must not only read the lines of the poem, but also read between the lines to find out the poet's intention which is implied in those few words.

### **3. Narrative Poems**

Compared to other types of poems, narrative poems are usually longer, but they are easy to understand. The expressions used in them are similar to the ones used in stories or conversations. Consequently, it is easy for the readers to find the poet's intention.

### **4. The Lyric**

The poems classified into this type are similar to songs which are usually the expression of moods or feelings. Like reflective poems, lyric poems are commonly short, but they are easy to understand. The poet's intention is rarely implied in lyric poems.

### **5. The Sonnet**

A sonnet is a poem of fourteen lines which follow a very strict rhyme pattern. It is usually divided into two parts : The octave (the first eight lines) and the sestet (the last six lines) : These two parts are separated by a break in thought : A general statement made in the octave is illustrated or applied in the sestet. This kind of poems can be said to be the most complicated ones. They are not only difficult to write, but also difficult to understand. In writing them, the poet usually gets difficulties in selecting the pattern of rhyme. The readers, on the contrary, get difficulties in understanding various meaning expressed in those lines following very strict patterns of rhyme.

## **Some major difficulties in poetry-writing**

There are three major difficulties in writing creative works, including poems. They are : the lack of experience in original thought, a limited oral expression and the mechanical difficulty in putting words on paper (Lee et al, 1940 : 625). The writer will attempt to explain those difficulties briefly in three separated parts.

### ***The Lack Of Experience In Original Thought***

A poem is a creative work and it is the expression of the unique individual personality. It means that a poem must contain the original thought of the poet. In writing poems, the students are trained to express their original thought, not to copy thoughts and styles of others. Many students get difficulties in writing poems. They have very limited experience in original thoughts. This is because they have never been allowed to think for themselves. The system of our formal education gives little space for students' creativity. Creativity is still given a minor place. It can be seen from the system of our education where individual differences are not highly valued, but are often considered to be unforgivable transgression. In modern education where creativity is stressed, individual differences are encouraged to be the sources of original thought.

#### **1. A limited Oral Expression**

Many students have only limited oral expressions. This is caused by the student's environments and their school system where less or no opportunity is given for them to orally express what they think and feel. To develop the children's expression, the parents and teachers must be democratic in the sense that they provide the home and school situations where the children are permitted to say freely about their thought and feelings in their own ways.

#### **2. Mechanical Difficulty on Putting Words on Paper**

To have an abundance of experience in original thought and a rich oral expression is still insufficient for one to write poems. He must also have a mechanical mastery on putting words on paper. In writing poems this difficulty is also felt. Although there is not so much to write as in prose, but everything must be more carefully treated in poetry. The placement of words into stanza, the use of correct punctuation means so much in writing poems.

## **Sketches as a means of poetry-writing**



Learning to write poems is really a hard task. Many people think that this effort is useless because writing poems can only be done by those born with special talents. But actually it can be done by both talented and ordinary people.

The focus of the writer here is the use of sense of sight in writing poems. He uses a kind of visual aid as a means to set conditions for writing poems. In the next chapter, he is going to describe a way of teaching writing poems through the use of sketches based on his own experience.

## **II. Method**

### **Writing Poems Through Integrated Imaginative Sketches**

The ability to write poems is a developmental process, and therefore, writing poems can be learnt step by step. It is not mysterious work that can only be performed by a few having special talents. Many people think that it is impossible to learn to write poems and they never try to. How could they succeed, then?

It is true that writing poems is easier for those having special talents. But it does not mean that it is absolutely impossible for ordinary students or those having no special talents to learn to write poems. The differences are (1) people with special talent are keener than ordinary ones in learning to write poems, and (2) people with special talent can more easily bring innovation in the world of poetry. Thus, those having special talent need a little guidance in the process of writing poems while ordinary ones need a more intensive guidance. These are the basic differences.

For teaching ordinary students to write poems, teachers should make efforts for :

- a. Developing their creativity.
- b. Stimulating their interest.
- c. Arousing their imagination.
- d. Sharpening their senses.
- e. Sharpening their feelings.
- f. Creating moods.
- g. Providing creative experience.

All the factors mentioned above are determinants for writing poems. They are dominant in students born with special talent. For ordinary students, these determinants must be artificially created and developed. And for this reason the writer attempts to find a way of writing poems for both talented and ordinary students. He intends to negate the belief that poems can only be written by those having special talent. He applies the sketches as a means to enter the realm of poetry which is up to now considered to be a dark area for the ordinary students.

The use of this medium is based on his belief that a poem is basically the child of imagination and sketches of life. In writing a poem, a poet describes certain incidents or situations picked up from human life and beautifies as well as refines them by certain imaginative elements using beautiful, forceful, dynamic, imaginative, creative and fresh language. Human life is a huge area from which an experienced poet can pick up incidents or situations to be his object, but it is too large for a beginner that he is unable to choose certain incidents or situations to be his object. Based on this consideration the writer applies integrated sketches as a limited area to be described, beautified and refined by the beginning poets.

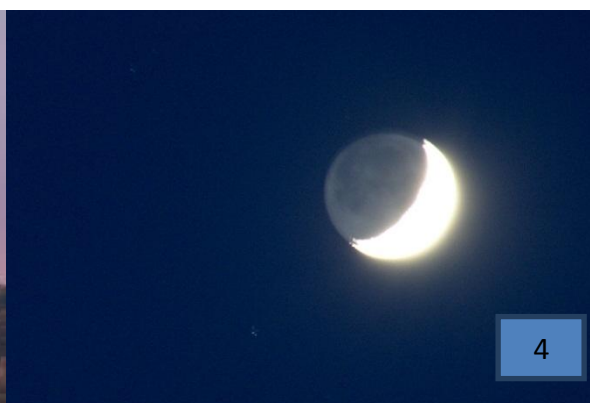
#### **2.1. The Steps of Writing a Poem through sketches**

As it has been stated before that poetry writing is compared to a dark area where ordinary people or those having no special talent often get lost. This is the reason why they need a flashlight to make the dark paths visible.

What is meant by the writer here as the flashlight are the sketches. Through the use of these media, there will be flashes of light to illuminate the darkness covering the world of poetry.

Following are the sketches and steps of writing a poem through the use of sketches :

THE SKETCHES



**The Steps**  
**Step 1.**

In this first step, the teacher displays a chart containing sketches . He may also draw the sketches on the board. In this step, the learners only view the sketches globally to get the general impression. The focus here is to show the learners the title of sketches to analyze. By analyzing the above title, they can avoid fatal mistakes such as interpreting the circle in the first sketch as the sun. They will easily get the general impression that it is a night view and therefore, the circle in the first sketch is the moon which is often figuratively called the queen of the night.

Step 2.

In this step, the learners are asked to identify all objects in the sketches and then put them into a list with other necessary words related to them. From the sketches above, the following list can be made :

1.	The moon	: Light,shine,round,bright,beautiful,full,halfface, surface,night,rising,setting,etc.
2.	The man	: Look ,likes, admires, loves ,takes delight,desires,cares, Interested in,etc.
3.	The night	: Dark,lonely,no moon and stars no light,noone,nofriend,etc.
4.	The question	: Why,what,when,who,where,which,whose,will,can,are,do,etc
5.	The tomb	: Die,death,ghost,frightening,etc.

The words in the list above will later be selected and used in the poem.

Step 3.

To find the relation between objects in the sketches, the learners have to formulate what the sketches are about. From the seven sketches above, seven ideas can be formulated as follows :

1. The man is looking at the moon.
2. The moon's shining at the man.
3. There is a full moon.
4. There is a half moon.
5. There is no moon.
6. There man asks whether the moon will appear again.
7. The man says he will die, if the moon will never shine again.

Step 4.

The students are asked to see the sequence of ideas from one sketch to another. They are guided in their attempts to find the general meaning and the theme of the poem in the sketches. 'From the Queen of the night' above, two conclusions can be drawn, namely :

- a). Thetheme : A village-night life.
- b). The general meaning: The moon with its golden flashes of light is really desired by villagers, like their lovers.

Step 5.

In this step, the students are expected to be imaginative. It means that they do not only describe the facts suggested by the sketches, but also put imaginative elements on them. To give an example, the writer will put on the seven ideas in step 3 some imaginative elements. He considers the moon as an animate thing. As a result, the seven facts from the seven sketches become imaginative. They are :

1. The man loves the moon for its flashes of light.
2. The moon loves the man, too.
3. The moon shows smiles on its full face.
4. The moon appears with only half a face.
5. The moon and stars are hidden under the black cloud.
6. The man asks the moon : "Will you come back?"
7. He then says : "The world will end, if you do not appears any more"

Step 6.

The students are asked to put the complete ideas of the sketches into ordinary expressions. In this step, they have to write more complete ideas than the ones formulated in step 5 and the result will be as follows :

1. The man loves the moon because of the flashes of light it sends at night from afar.
2. The moon loves the man because the man first loves it.
3. Sometimes the moon comes with sweet smile on its full face.



4. Sometimes the moon appears with only half a face.
5. Tonight the earth is dark because the moon and stars are hidden under the black cloud.
6. The man in the darkness speaks to the invisible moon, like speaking to his lover : “Will you come again, dear ?”
7. He then says : “The world will end if you do not send your light any more”.

Step 7.

In this step, the students are taught how to choose words, patterns of poetry and other qualities of poetry. This is the most important step where theory of poetry is needed. This time, the teacher helps each individual with their different needs. During this step, the seven ideas put in ordinary expressions are transferred to poetic ones. Many necessary changes are done here to make poetic effects. For example the writer changes the man into ‘I’ and the moon into ‘she’ as they are shown below :

1. From the moon I have delight  
    cause the flashes of light  
    she sends me at night.
2. And she for me has care  
    for the deep desire  
    I keep for her
3. Sometimes she comes  
    with big smiles  
    on her full face
4. But sometimes  
    she appears  
    with only half a face
5. Tonight the skies  
    are dark without the moon and stars
6. Oh, queen  
    will you come again  
    soon ?
7. The world will end  
    if your smile you no longer send.

### **III. Discussion and Results**

Each Student can modify the title used in the sketches and make some other important changes. The final changes are done to suit the new title. In this step, the students are given opportunities to formulate their own titles to show their individualities. To give an example, the writer in this step changes the title into ‘A NIGHT DESIRE’. He also makes some other necessary changes. This is meant to personify the moon. As a result, in this step, the moon is changed into ‘The Queen of the night’ who has smiles, not lights. The following is the final result of the process of writing poems through sketches ;

A NIGHT DESIRE

For the Queen of the night  
I’ve got love so great  
‘cause the sweet smiles  
she sends me from millions of miles

And she for me has care  
for the deep desire  
I keep for her

Sometimes she comes  
with big smiles  
on her full face

But sometimes  
she appears  
with only half a face

The earth tonight  
is dark without  
the Queen of the night

Oh, Queen  
will you again  
come soon ?

The world will surely end  
if your smile you no longer send.

SAMPLE ANSWER from student 1

Based on the same sketches, another poem has been produced :

FOR THE MOON

For you  
my love is true  
for the golden light  
you bring at night

And you really care  
'cause the great desire  
for you I render

Sometimes  
your whole face  
is full of smiles

But sometimes  
your smiles  
are hidden in the darkness

Without your flashes of light  
the earth is dark tonight  
nothing clear, nothing in sight

Oh, dear  
will you appear  
and will always be near ?

My life will come to a close  
If your light you'll no longer transpose

SAMPLE ANSWER from student 2

**IV. Conclusion**

A poem is a piece of work which expresses the human feeling, thought and experience through a beautiful, dynamic, imaginative and fresh language. It is a creative work which expresses one's own unique individuality. It is created under the tension between convention and invention characterized by a certain typical feature which is often obtained by violating certain parts of convention. Poetry-writing permits the students to develop qualities such as flexibility of thinking, originality, fluency of ideas, spontaneity and uniqueness which are the bases of creative thinking. The ability to write poems is a developmental process, and therefore, writing poems can be learnt step by step. Both talented and ordinary people can learn to write poems. The major differences are talented people are keener and can more easily bring innovation in the world of poetry. Integrated imaginative Sketches are very useful media in learning to write poems because they (1) develop the learner's creativity, (2) stimulate their interest, (3) arouse their imagination, (4) sharpen their senses, (5) sharpen their feelings (6) create different moods, and (7) provide creative experiences.

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