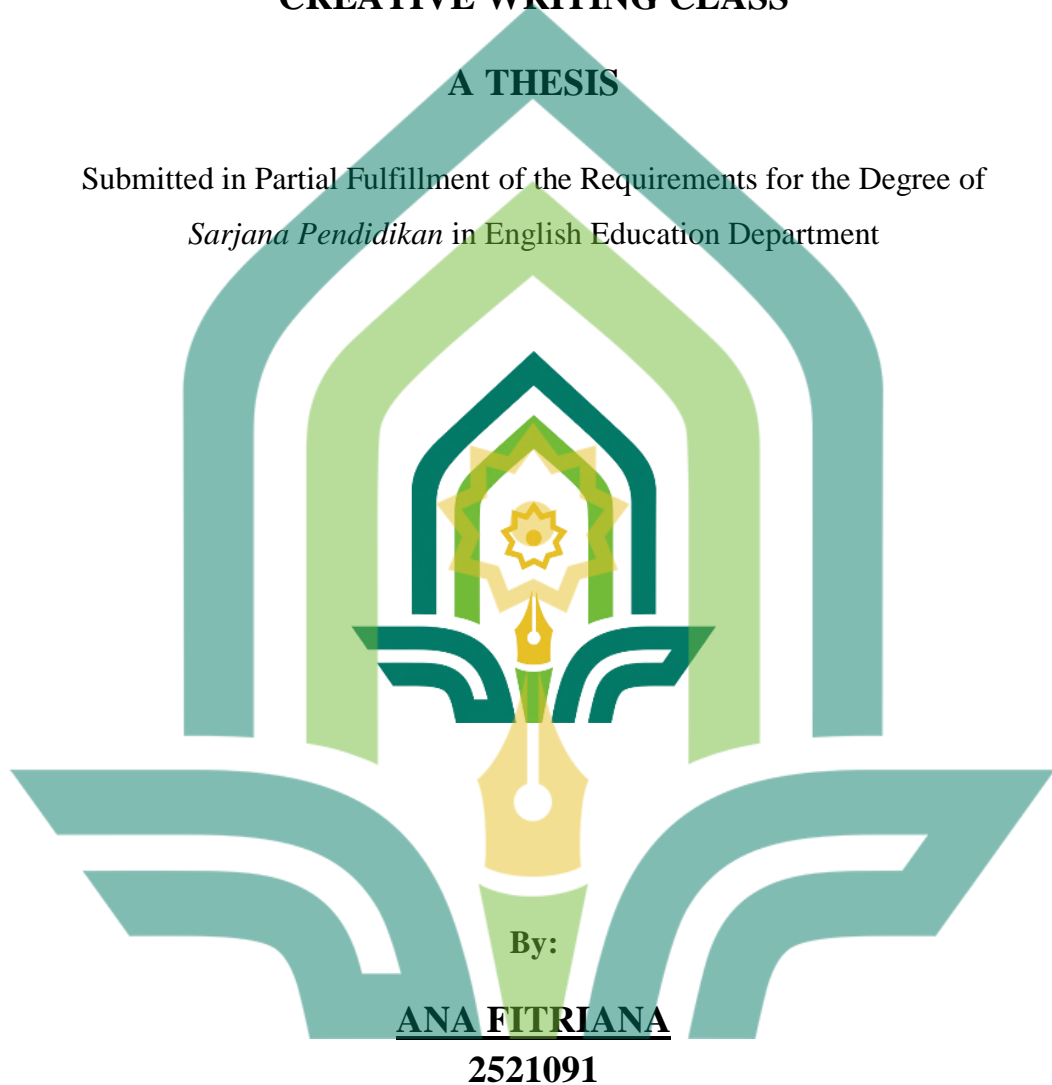


**NARRATING STUDENTS' FEELINGS OF USING
FIGURATIVE LANGUAGE IN CREATING POEM AT
CREATIVE WRITING CLASS**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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WAHID PEKALONGAN**

2025

LEMBAR PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Ana Fitriana
NIM : 2521091
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“NARRATING STUDENTS’ FEELINGS OF USING FIGURATIVE LANGUAGE IN CREATING POEM AT CREATIVE WRITING CLASS”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian Pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 02 Juni 2025

Yang membuat pernyataan,



Ana Fitriana
2521091

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Yth. Dekan FTIK Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H Abdurrahman Wahid Pekalongan
c/q Ketua Program Studi Tadris Bahasa Inggris
di Pekalongan

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : ANA FITRIANA
NIM : 2521091
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : NARRATING STUDENTS' FEELINGS OF USING
FIGURATIVE LANGUAGE IN CREATING POEM AT
CREATIVE WRITING CLASS

Dengan ini mohon agar skripsi tersebut segera dimunagoshkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya.
Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 6 Mei 2025
Pembimbing



Chubbi Millatina Rokhuma, M.Pd.
NIP. 19900507 201503 2 005



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan KM.5 Rowolaku Kajen Kabupaten Pekalongan Kode Pos 51161
Website: www.ftik.uingusdur.ac.id | Email: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of the Faculty of Education and Teacher Training, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, confirm that the undergraduate thesis by:

Nama : ANA FITRIANA

NIM : 2521091

Judul Skripsi : NARRATING STUDENTS' FEELINGS OF USING
FIGURATIVE LANGUAGE IN CREATING POEM AT
CREATIVE WRITING CLASS

Has been examined and approved by the panel of examiners on Tuesday, 10th June 2025 as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Dr. M. Ali Ghufon, M.Pd.
NIP. 19870723 202012 1 004

Examiner II

Eros Meilina Sofa, M.Pd.
NIP. 19860509 202321 2 043

Pekalongan, 28th June 2025

Assigned by

The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan



Prof. Dr. H. Mublisin, M.Ag.
NIP. 19700706 199803 1 001

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MOTTO

“God has perfect timing, never early, never late. It takes a little patience and a lot of faith, but it is worth the wait.”

“You should believe in yourself and don’t let anyone bring you down.”

(Mark Lee)

“*Hidup bukan untuk saling mendahului, bermimpilah sendiri – sendiri.*”

(Hindia – Besok mungkin kita sampai)



ABSTRAK

Menulis merupakan salah satu keterampilan utama bagi mahasiswa bahasa Inggris, dan penulisan kreatif, termasuk puisi, merupakan aspek penting dari keterampilan ini. Bahasa kiasan memainkan peran penting dalam ekspresi puitis. Namun, penggunaan bahasa kiasan dalam penulisan puisi dapat menimbulkan berbagai emosi bagi mahasiswa yang menulis puisi. Penelitian ini bertujuan untuk mengidentifikasi dan memahami pengalaman emosional subjektif mahasiswa dalam kelas penulisan kreatif yang menggunakan bahasa kiasan di sebuah universitas di Pekalongan. Metode yang digunakan oleh peneliti adalah pendekatan kualitatif dengan metodologi penyelidikan naratif. Peneliti menggunakan wawancara semi-terstruktur dan dokumentasi untuk mengumpulkan data bersama enam mahasiswa.. Data dianalisis menggunakan Model Circumplex Afek James Russell (1980), yang memetakan pengalaman emosional berdasarkan dimensi valensi (menyenangkan–tidak menyenangkan) dan arousal (aktivasi–deaktivasi). Peserta studi ini adalah mahasiswa jurusan Bahasa Inggris yang telah menciptakan puisi menggunakan bahasa kiasan dalam kelas penulisan kreatif. Hasil studi menunjukkan beberapa perasaan positif yang dirasakan oleh mahasiswa, seperti kegembiraan, kebahagiaan, minat, kebanggaan, dan kepuasan, serta perasaan negatif termasuk kecemasan, frustrasi, dan kebosanan. Studi ini berkontribusi pada pemahaman yang lebih dalam tentang pengalaman emosional mahasiswa dalam kelas penulisan kreatif dan memberikan wawasan berharga untuk meningkatkan metode pengajaran dan pengembangan kurikulum di departemen Bahasa Inggris.

Kata kunci : *Kelas menulis kreatif; Puisi; Bahasa Figuratif; Perasaan siswa*

ABSTRACT

Writing is one of the main skills for English students, and creative writing, including poetry, is an important aspect of this skill. Figurative language plays an important role in poetic expression. However, the use of figurative language in writing poetry can create various emotions for students who write poetry. This study aims to identify and understand the subjective emotional experiences of students in creative writing classes using figurative language at a university in Pekalongan. The method used by the researcher is a qualitative approach with narrative inquiry methodology. The researcher used semi-structured interviews and documentation to collect data with six students.. The data were analyzed using James Russell's (1980) Circumplex Model of Affect, which maps emotional experiences based on dimensions of valence (pleasant–unpleasant) and arousal (activation–deactivation). The participants of this study were English major students who had created poetry using figurative language in creative writing classes. The results of the study revealed several positive feelings felt by students such as excitement, happiness, interest, pride, and satisfaction, as well as negative feelings including anxiety, frustration, and boredom. This study contributes to a deeper understanding of students' emotional experiences in creative writing courses and offers valuable insights for improving teaching methods and curriculum development in English departments.

Keywords: *Creative writing class; Poem; Figurative language; Students' feelings*

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Narrating students’ feelings of using figurative language in creating poem at creative writing class”** can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

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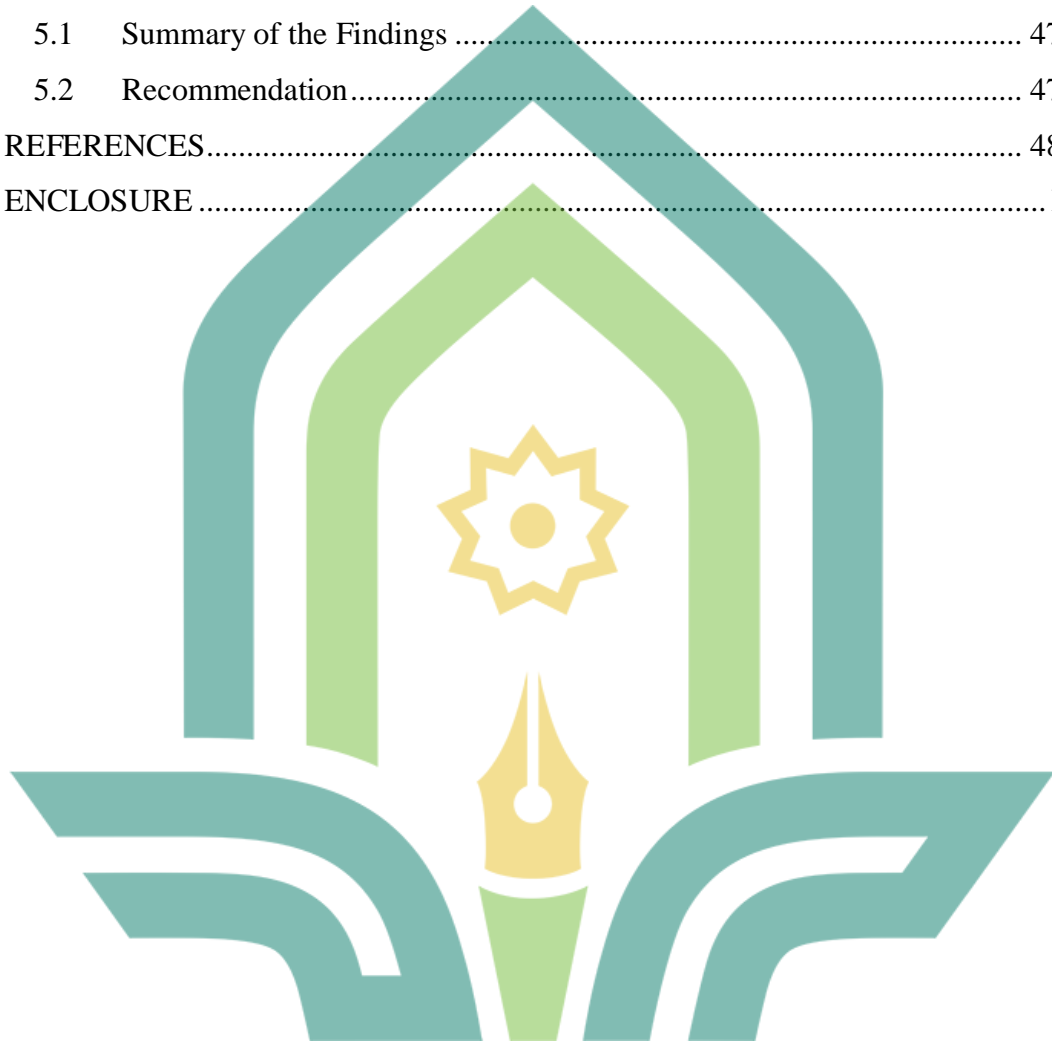
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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Writing is one of the skills in English that must be mastered by students, especially students who are majoring in the English Department. There are many types of writing, and one of them is creative writing (Harper, 2022). Creative writing is anything where the purpose is to express thoughts, feelings, and emotions rather than to simply convey information. (Juliana et al., 2022). The word creative is defined in various ways like “the ability to create”, “productive and imaginative” and “characterized by expressiveness and originality” (Fitria, 2024). Genres in creative writing include a wide variety of different story styles and types. They range from exciting fantasy stories and engaging science fiction to heartfelt poems and inspiring memoirs (Anderson, 2023). Creativity plays an important role in doing a piece of written text such as an idea, a joke, a story, an artistic or literary work, an invention, a poem, etc. (Reed Danahay & Wulff, 2023)

One of the examples of creative writing is creating poems or poetry (Kristiantari et al., 2023). A poem is an instance of verbal art, a text set in verse, bound speech. More generally, a poem conveys heightened forms of perception, experience, meaning, or consciousness in heightened language, i.e. a heightened mode of discourse (Lidow, 2022). Writing poems is a creative form of expression that combines elements of literature

and imagination (Perkins, 1976). In the context of a creative writing class, students are prepared to explore various literary genres, including a poem, which expands their knowledge of the art of writing (Peach et al, 2015). Creating poems is a creative process that allows one to express oneself deeply through the use of words and language (Mardiningrum & Adriyanthi, 2023). It is not simply a random arrangement of words but also a process that blends literary elements with creative imagination. Poems are not just a way for a person to express their thoughts and feelings, they also create images and experiences that appeal to the reader (Irmawati, 2014). In expressing their ideas and feelings, they do not use common language. They prefer to use figurative language.

Figurative language is the essence of poetic expression, allowing the poet to create imagery and evoke emotions in the reader (Aubakir et al., 2024). Figurative language was thought of as being one aspect of what gives a text in particular, a poetic text, special esthetic value (Dancygier et al., 2014). Figurative language refers to the use of words or expressions to convey complex ideas, emotions, or imagery. It enriches the text and allows readers to engage with the context on a deeper level (Ristin, 2024).

Writing poems can evoke a range of feelings or emotions, from excitement to stress. Feeling, in the context of emotion, refers to a conscious experience that has a specific phenomenal character (Schwarz & Clore, 2006). The creative process can be exciting as students find unique ways to express their thoughts, but it can also be challenging and

stressful as they struggle to find the right words and phrases. The use of figurative language allows students to go deep into their feelings and express them in ways that may be difficult with literal language.

A creative writing course is chosen in this research. Smith (2020) stated that creative writing courses are an integral and indispensable part of university education because they interconnect, intellectual and creative exploration. This course aims to train and equip students with basic knowledge about the concepts and practices of creative writing, starting from the idea generation stage to the publication of creative writing. The learning focuses on introducing the basic concepts of creative writing, the rules of writing creative texts both fiction and non-fiction, and the practice of creative writing. The skills taught include extracting writing ideas, designing and developing writing drafts, designing fictional characters and storylines, and editing (Inggris Fakultas Tarbiyah Dan Ilmu Keguruan, 2024).

Based on the results of information from several students who have taken creative writing class, they said that they felt some feelings of confusion, pressure, and excitement of using figurative language in creating a poem for their assignments. The students' feelings such as confusion, stress, excitement, while using figurative language in writing poem, reflect a unique and complex learning process. It shows how students' feelings play a role in the development of their creative identity and poem writing skills. Less study such as those Gultom et al (2023),

Sauda & Harja (2023), Soraya (2020), and Kusdarwani et al (2022) has explored students' subjective experiences and feelings in this learning process, especially in the context of poem creation in a university creative writing class. This study will focus on the subjective experiences and feelings of students at one of the universities at Pekalongan and provide a new perspective on how figurative language affects the development of students' creative identity and writing skills. The aim of this study is to identify students' feeling when using figurative language in creating poem at a creative writing class.

It is hoped that the results of this study can help improve the quality of learning in creative writing courses, particularly in the Department of English, as well as make a meaningful contribution to curriculum development and teaching methods.

1.2. Limitation of the Problem

The researcher only focused on the students' feelings of using figurative language in creating poem at creative writing class. This research was conducted at a university in Pekalongan.

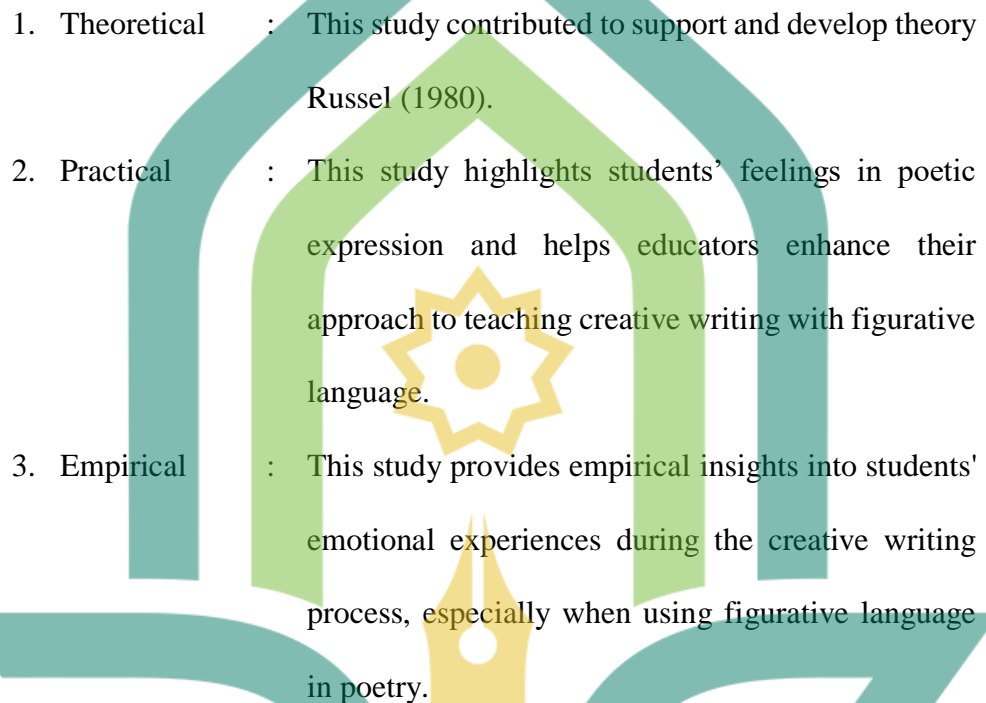
1.3. Formulation of the Problem

This study provides one research question. The researcher explored, "how do students feel when using figurative language in creating poem at a creative writing class?"

1.4. Aim of the Study

This study aimed to identify students' feeling when using figurative language in creating poem at a creative writing class.

1.5. Significance of the Study

1. Theoretical : This study contributed to support and develop theory Russel (1980).
 2. Practical : This study highlights students' feelings in poetic expression and helps educators enhance their approach to teaching creative writing with figurative language.
 3. Empirical : This study provides empirical insights into students' emotional experiences during the creative writing process, especially when using figurative language in poetry.
- 

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the results and discussion in the previous chapter, students experienced positive and negative feelings when using figurative language in creating poems during the creative writing class. The positive feelings students felt included excitement, happiness, calm, satisfaction, and pride. Figurative language made the writing process more expressive, fun, encouraging students to explore creative expression, and students feel more relaxed. On the other hand, there are some negative feelings felt by students. Negative feelings such as anxiety, frustration, and boredom arose due to fear of misusing figurative language, difficulty generating ideas, and lack of inspiration.

5.2 Recommendation

Although this study has provided results regarding students' feelings of using figurative language in writing poem at creative writing class, there are certainly still some limitations that need to be considered. Therefore, for further research, it can take into various external factors that may influence students' experiences in writing, such as cultural background, personal experience, or social context, which can provide deeper insight into the relationship between students' feelings and the creative writing process.

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