

Creative writing: Rhyme scheme used by students in writing poetry

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Abstract

This study investigates the use of rhyme schemes in students' poetry writing, focusing on a case study of Phase F, Grade XI students at SMAN 1 Padang. Using a qualitative analysis of student poetry assignments, the research identifies several types of rhyme schemes employed by students, including couplets, alternate rhymes, enclosed rhymes, terza rima, limericks, and free verse. The findings reveal that many students favored couplet and alternate rhyme patterns due to their clear structure and ease of use, while others used free verse to express ideas more intuitively and flexibly. The study highlights that students' understanding of rhyme schemes goes beyond formal constraints, serving as a foundation for creativity in poetry writing. It emphasizes the importance of teaching rhyme schemes not merely as rigid structures, but as expressive tools in literature and language education.

Keywords: Creative Writing; Poetry; Rhyme Scheme

INTRODUCTION

In today's world, mastering creativity is very important, especially in the field of education that have been designed in the curriculum at school. Among the teachers observed stated that creative writing was difficult for children so the teacher did not teach it entirely. Creativity helps improve practical thinking skills and imagination is the key word for creativity as an important goal in education, one of which is creative writing. Creative writing is writing that expresses ideas and thoughts in an imaginative way. Protherough as cited in (Wyse et al., 2008) stated that creative writing is an important movement and the emphasis on personalized and imaginative writing needs to be sustained and expanded. It can be concluded that creative writing emphasizes the use of innovative language and unique writing styles to create work that is engaging and meaningful to readers.

Expand students' understanding of creative writing concepts, there are some obstacles found such as many teachers who do not have specialized training in teaching creative writing. As a result, they may not have effective strategies or techniques to teach this skill to students (Gilbert & Graham, 2010). Meanwhile, another study stated that many school curriculum do not provide enough space for creative writing activities. This makes it difficult for students and teachers to allocate time for these activities (Graham & Perin, 2007). Therefore, it is necessary to broaden the understanding of creative writing learning for students in schools.

Students often face challenges in creative writing, particularly when required to express abstract ideas, emotions, or experiences in an imaginative and structured form. Many struggle to generate original content or to find the appropriate medium to convey their thoughts effectively. In response to this, poetry has been widely recognized as a valuable avenue for fostering creativity in language learning.

According to Harmer (2001), creative writing refers to imaginative tasks such as composing poems, stories, and plays. He further explains that when students write simple poems about someone they care about, or narrate a story about an object or experience, they draw upon their personal reflections and imagination. Such activities not only cultivate expressive skills but also engage students emotionally in the writing process.

Poetry, as one of the most expressive literary forms, enables individuals to convey thoughts, feelings, and ideas through structured stanzas and specific poetic elements. Nadjua (2014) defines poetry as a form of literature that blends creativity with rules, where the beauty of the language is enhanced through rhyme, rhythm, and imagery. In this way, poetry serves not only as a medium for artistic expression but also as a tool for developing students' imaginative and linguistic abilities.

In the beauty of poetry, poetic imagination is an element in poetry, but the way it is used has changed along with technological developments and cultural changes. Poetic imagination in poetry not only includes the creation of beautiful images but also involves a deep exploration of identity, reality, and human experience (Zalipour, 2011). According to Ayuni, Angelou's dominant use of connotative diction aims to enrich the reader's experience and provide a strong emotional impact. The use of connotative diction allows Angelou to convey a more complex and multi-layered message, which may not be achieved by using only denotative diction (Ayuni, 2019). Meanwhile, Raisa analyzing the use of figurative language in poetry, especially including simile, metaphor, personification, and symbol, students have sufficient ability to identify figurative language, but they still need improvement in understanding and explaining the function of figurative language in poetry (Raisa & Rufinus, 2017). Meanwhile, the most prominent or important problem is the issue of form elements in poetry that students have not focused on in learning.

The form element is one of the creative writing elements in poetry, providing an important framework for poets to organize and convey their experiences and ideas to readers (Addonizio & Laux, 1997). As for the patterns that exist in the elements of form, namely rhyme scheme, line length, stanza, traditional form, and free verse. Rhyme scheme is a form element in poetry. Rhyme scheme is a pattern of repetition of sounds at the end of a line of poetry. This pattern is usually identified by using letters such as A, B, C and so on (Fussell, 1979). Perrine also explains that the rhyme scheme is determined by using the letters of the alphabet to indicate the final rhyme in each line of the poem (Perrine, 1973).

Rhyme schemes are an important element of poetry providing structure and enhancing the musicality of the poem. The functions of rhyme scheme include providing rhythm, helping in remembering the poem and creating a certain atmosphere or tone. There are several types of rhyme schemes with different patterns and effects (Fussell,

1979). Rhyme scheme that are often used in poetry include couplet, alternate rhyme, enclosed rhyme, terza rhyme, and limerick (Fussell, 1979). A couplet is a rhyme scheme consisting of two consecutive lines that have the same rhyme, often used to give a sense of closure or resolution. Alternate rhyme, or alternating rhyme scheme, has an ABAB rhyme scheme where the first line rhymes with the third line, and the second line rhymes with the fourth line. Enclosed rhyme is a rhyme scheme in which two lines rhyme with the ABBA pattern, creating a sense of symmetry and order in the structure of the poem. Terza rhyme is a rhyme scheme consisting of a series of triplets or three lines with the rhyme scheme ABA BCB CDC, which is often used in narrative poetry to provide a continuous flow. Finally, the limerick is a poetic form consisting of five lines with the rhyme scheme AABBA, usually used in light-hearted or humorous poetry, where the first and last two lines are usually longer than the middle three lines. These rhyme scheme, according to Fussell, give poetry its distinctive structure and beauty, helping poets to convey messages and emotions more effectively.

Pope's use of rhyme plays an important role in shaping the structure and meaning of his poetry. Through a consistent and regular rhyme scheme, Pope reflects the values of the age of enlightenment and conveys moral messages powerfully and elegantly (Anggraheni, 2023). Meanwhile according to Blake, rhyme is not just a technical element, but an important rhetorical and stylistic tool in poetry. It also conveys moral messages, religious values, and emotions more powerfully to the reader (Brohi et al., 2021). It can be concluded that rhyme in poetry is not just a technical aspect, but an essential structural and thematic element in conveying a message and building a poetic experience for the reader, according to the context of the times and the style of each poet. Therefore, it is important to analyze the rhyme scheme used in poetry in conveying messages and building poetic experiences and the building blocks to fulfill the rhyme scheme into a beautiful poem according to the rules of the rhyme scheme. So, this study aims to: 1) What are the rhyme scheme type used in students' poetry in Phase F, grade XI students, at SMAN 1 Padang? 2) What are characteristics have been fulfilled by type rhyme scheme in Phase F, grade XI students, at SMAN 1 Padang?

METHOD

This study employed a qualitative approach, which is commonly used in the social sciences and humanities to explore complex phenomena that are not easily quantifiable. As Creswell (2007) notes, qualitative methods are valuable when researchers seek to examine in-depth the nuances of human experience or creative expression.

The research adopted a document analysis design to examine the use of rhyme scheme elements in students' poetry writing assignments at SMA Negeri 1 Padang. This approach allowed the researcher to identify and categorize the types of rhyme patterns used by students in their original poems.

Sampling in this study used a purposive sampling technique, as defined by Sugiyono (2020), in which samples are selected based on specific criteria relevant to the

research objectives. In this case, the researcher deliberately selected five poems written by Phase F (Grade XI) students based on three main considerations: the poems were part of a formal classroom assignment; they demonstrated the use of identifiable rhyme schemes; and they reflected a variety of student writing abilities and creative choices. Five poems written by Phase F (Grade XI) students at SMA Negeri 1 Padang were selected for analysis. The titles of the poems are *Ocean*, *The Dizzy Cat from Create*, *The Gladness of Nature*, *Nature's Morning Symphony*, and *Awakening of the Day*. These works were chosen to represent a range of creative expressions and to examine how students applied rhyme schemes in their poetry writing.

Data collection involved analyzing these documents using an observation sheet checklist developed by the researcher. The instrument was used to examine the presence and structure of rhyme schemes in each poem, based on criteria adapted from common poetic forms (e.g., couplets, alternate rhyme, enclosed rhyme, terza rima, limerick, and free verse). The checklist allowed for a systematic categorization of the creative writing elements embedded in students' work.

RESULT AND DISCUSSION

Result

Rhyme scheme type used in student's poetry

This section presents the findings from the analysis of five poems written by Grade XI students. The focus of the analysis was to identify the types of rhyme schemes used in each poem and to understand how students applied these patterns in their writing. The results offer an overview of the rhyme structures observed, highlighting both common and creative uses of rhyme schemes among the student samples. These findings are summarized in the following table.

Table 1. Observation Sheet Rhyme Scheme

Type of Rhyme Scheme	Poetry	Data Description
Free verse	"Ocean"	Line 1: me (A)
	The waves talking to me	Line 2: sand (B)
	Calling me to the soft sand	Line 3: closer (C)
	the waves are splashing closer	Line 4: closer (C)
	and closer	Line 5: and (B)
	the water tickles me and	Line 6: stand (B)
	surrounds wherever I stand	Line 7: ocean (D)
	like the soul of the ocean	Line 8: hungry (E)
	wide, brave and hungry	Line 9: a (F)
	but also very calm like a sleeping cat	Line 10: cat (F)
Limmerick	"The Dizzy Cat from Create"	Line 1: crete (A)
	There once was a cat from Crete	Line 2: treat (A)
	Who thought chasing its tail was a treat	Line 3: spin (B)

	Round and round it would spin With a mischievous grin Until dizzy, it sat at my feet	Line 4: grin (B) Line 5: feet (A)
Alternate Rhyme	"The Gladness of Nature" Is this a time to be cloudy and sad When our mother Nature laughs around When even the deep blue heavens look glad And gladness breathes from the blossoming ground	Line 1: sad (A) Line 2: around (B) Line 3: glad (A) Line 4: ground (B)
Alternate Rhyme	"Nature's Morning Symphony" In the quiet of the morning light The dew-kissed petals start to gleam The world awakens from the night And whispers of a brand-new dream The sun ascends with gentle grace It paints the sky with hues so bright Each color finds its perfect place And dances in the soft daylight The breeze will carry songs so sweet Through trees that sway in rhythmic rhyme In nature's symphony complete The moments weave through endless time	Line 1: light (A) Line 2: gleam (B) Line 3: night (A) Line 4: dream (B) Line 5: grace (A) Line 6: bright (B) Line 7: place (A) Line 8: daylight (B) Line 9: sweet (A) Line 10: rhyme (B) Line 11: complete (A) Line 12: time (B)
Couplet	"Awakening of the Day" The morning dew is fresh and bright, The world awakens with new light The birds begin their joyful song Their melodies both sweet and strong The flowers stretch towards the sun, Embracing warmth as day's begun	Line 1: bright (A) Line 2: light (A) Line 3: song (B) Line 4: strong (B) Line 5: sun (C) Line 6: begun (C)

Based on the data students' poetry in Phase F grade XI students at SMAN 1 Padang exhibits a variety of rhyme schemes include free verse, limerick, alternate rhyme, and the last Couplet. Free Verse is characterized by a lack of a specific rhyme pattern and a flexible structure, allowing for varied line lengths and rhythms. This form does not adhere to a consistent meter or rhyme, offering poets freedom in their expression. Limerick poetry, in contrast, follows a strict AABBA rhyme scheme with a set meter, typically incorporating humour and a narrative element. Alternate Rhyme (ABAB) is another prominent scheme where the first line rhymes with the third, and the second rhymes with the fourth, adaptable to different forms and lengths. Lastly, Couplet poetry consists of pairs of lines with an AA rhyme scheme, maintaining a consistent rhythm and harmony throughout.

Characteristics have been fulfilled by type rhyme scheme

The second table illustrates the extent to which the characteristics of each rhyme scheme were fulfilled in the students' poems. This analysis aims to assess not only the identification of rhyme patterns, but also how accurately and consistently students applied the defining elements of each type. The results provide deeper insight into the students' understanding of poetic form and their ability to follow structural conventions in creative writing.

Table 2. Types of characteristics fulfill of rhyme scheme from writing poetry students

Type	Characteristics	Poetry
Free Verse	- Not consistent - Lines in free verse - Freedom organise or structure - Not bound to meter and rhyme - Freedom various theme	In poem 1, all five characteristics are fulfilled in the free verse type.
Limmerick	- AABBA Rhyme scheme - First, second, fifth lines rhyme with each other - Humour - Character introduction	In poem 2 Overall, the poem aligns with the characteristics of a limerick.
Alternate rhyme	- ABAB Rhyme Scheme - Adaptable to length of poetry - Movement and continuity - Balance sand contrast - Flexibility in Conveying theme	In poem 3 and 4 overall the poem effectively follows the characteristics of alternative rhymes
Couplet	- AA, BB, CC etc Rhyme scheme - Perfect rhyme with two lines same - Consistent rhyme - Part of larger structure in long poems	In poem 5 on characteristic 4 is not appropriate because it is not a larger structure

Various type of rhyme schemes, each fulfilling distinct characteristics associated with poetry. For free verse, all five defining characteristics were successfully fulfilled in Poem 1, including the lack of consistent rhyme or meter, freedom in organizing lines, and the ability to explore various themes without structural constraints. This demonstrates how students used free verse to express themselves creatively without following a strict format.

In Poem 2, the characteristics of a limerick are well reflected. The poem adheres to the AABBA rhyme scheme, with the first, second, and fifth lines rhyming with each other, and the third and fourth lines forming a couplet. The poem also incorporates humour and introduces a character, key features of the limerick form.

Poems 3 and 4 effectively demonstrate the characteristics of alternate rhyme (ABAB). The rhyme scheme is consistent, creating a sense of movement and continuity. This pattern also balances contrasting ideas and themes across stanzas, providing flexibility in conveying emotions and narrative progression, highlighting the adaptability of this form.

Lastly, Poem 5 exhibits the characteristics of a couplet with an AA, BB, CC rhyme scheme, where each pair of lines rhymes perfectly. However, one characteristic that is not fully met is the larger structural role of the couplet, as the poem does not appear to be part of a longer poem or narrative structure. Despite this, the consistent rhyme and rhythm are maintained throughout the poem, reflecting the fundamental aspects of couplet rhyme schemes more details see the table below.

DISCUSSION

Rhyme scheme type used in students' poetry

Based on five types of rhyme schemes used by students, namely: couplet (AA BB), alternate rhyme (ABAB), enclosed rhyme (ABBA), limerick (AABBA), and free verse (no fixed rhyme pattern). These patterns show that students tend to choose rhyme forms that are simple yet effective in creating rhythm and attachment between lines. This can be related to the use of heroic couplets (Anggraheni, 2023). Pope consistently uses couplets to maintain order, harmony and clarity of meaning. Although in the context of learning, instinctively or through learning chooses couplet and alternate rhyme patterns as the initial structural form that is organized and easy to apply.

Meanwhile, the use of rhyme schemes such as alternate rhyme and even free verse in student poetry also has similarities with the characteristics of William Blake's poetry in Songs of Innocence (Brohi et al., 2021). Blake uses rhyme flexibly and intuitively especially to support the expression of emotions, themes of innocence, and spiritual messages. This is reflected in some of the students' poems where they write with schemes that are not always strict but still convey feelings and atmosphere. Thus, the type of rhyme scheme used by students not only reflects a mastery of form, but also a reflection of individual expression, as did great poets such as Blake.

Characteristics have been fulfilled by type rhyme scheme

The majority of students have fulfilled the formal characteristics of the rhyme scheme they used. In poems with couplet patterns, the lines are consistent in rhyming and convey a complete meaning in two lines. This is very much in line with the characteristics of couplets in Pope's poetry which are logical, paired, and rhetorical (Anggraheni, 2023). Meanwhile, in poems that use alternate and enclosed rhyme patterns, students show the ability to maintain the harmony of sounds in one stanza in sequence or symmetrically, which shows an understanding of the structure of the poem. Even in poems using limerick or free verse, students began to experiment with form and sound, just like Blake who relied on musicality and inner atmosphere in his poetry (Brohi et al., 2021)

CONCLUSION

Students' poetry in Phase F, grade XI students, at SMAN 1 Padang exhibits a diverse array of rhyme schemes, showcasing their ability to engage with different poetic forms. Some of which were used in this research include free verse, which eschews consistent rhyme patterns and meter allowing for flexible and expressive writing. Limericks, with

their fixed AABBA rhyme scheme and rhythmic regularity, highlight students' capacity to work within structured formats while incorporating humour and storytelling. The alternate rhyme (ABAB) pattern is commonly used providing a balanced and rhythmic flow that is adaptable to various stanza lengths. Lastly, couplets demonstrate a preference for paired rhyming lines that maintain a consistent rhythm and harmony. It thus shows a tendency in line with the long tradition of English poetry from classical formal forms such as Pope to expressive and thematic forms such as Blake. This study underscores the importance of teaching rhyme schemes not only as technical rules, but also as tools of creative expression in the study of literature and poetry writing.

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